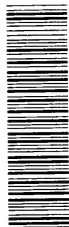


Americanization and Citizenship

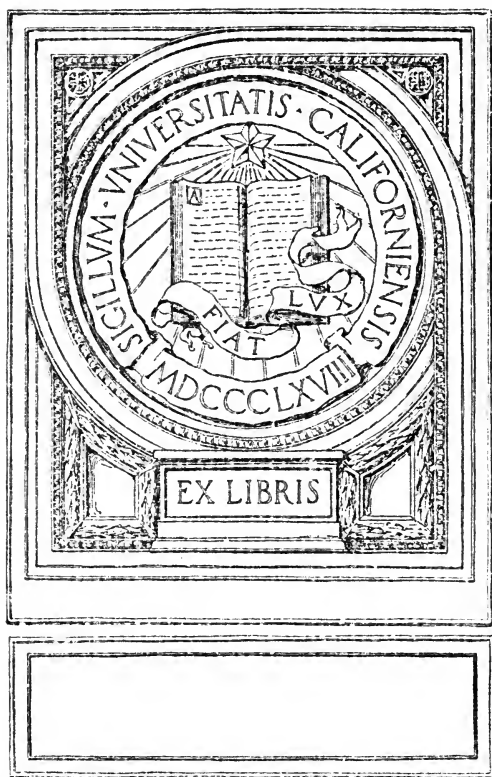


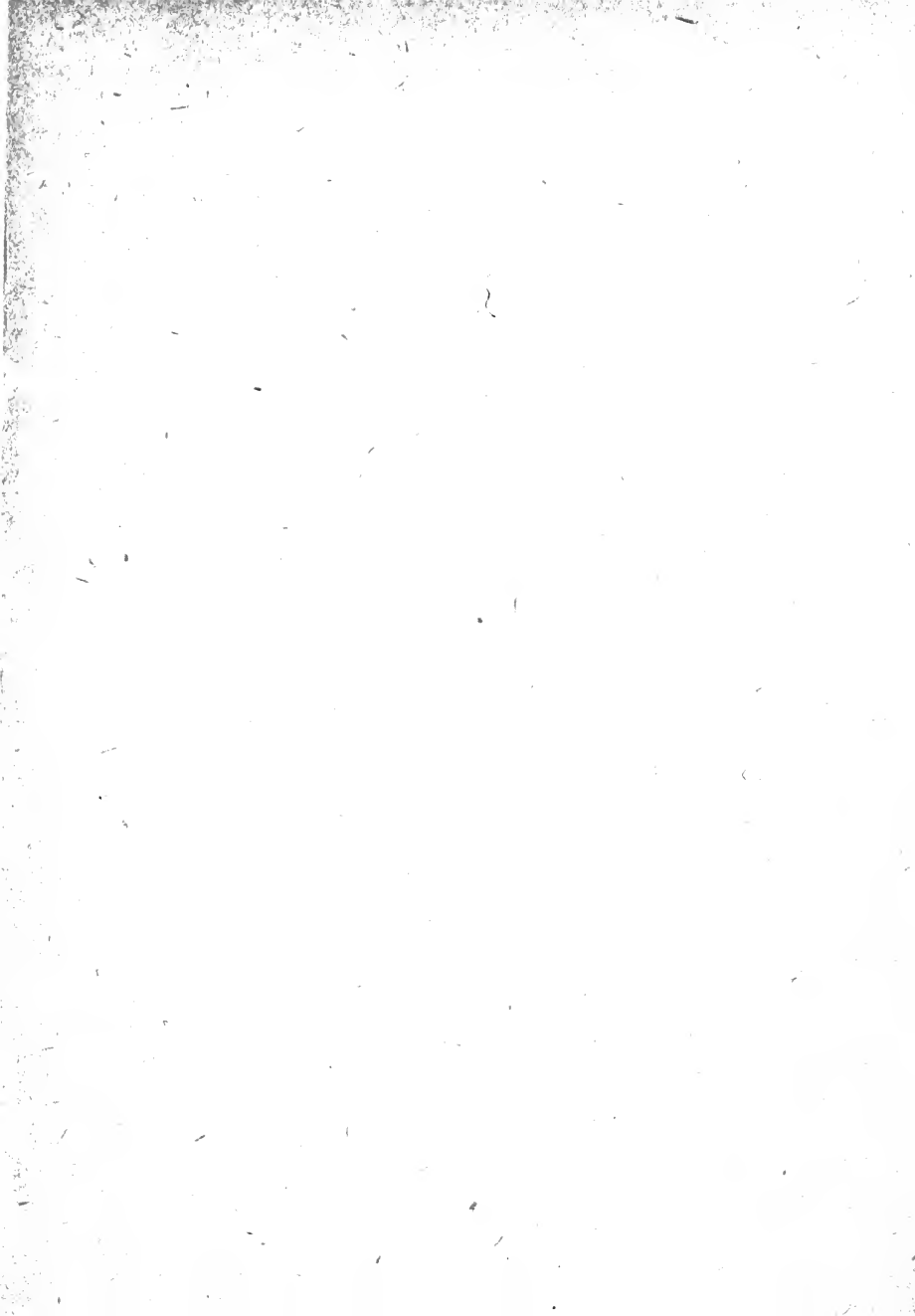
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Americanization and Citizenship

Lessons in Community and National
Ideals for New Americans

BY

HANSON HART WEBSTER



Houghton Mifflin Company
Boston New York Chicago

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W4



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- (2) The duties and privileges of citizens: Paragraphs 17, 19, 20, 28, 30, 38, 75, 111, 124, 128.
- (3) The simple facts of local, State, and National Government: Paragraphs 25, 26, 32-37 inclusive.
- (4) The details of the Constitution of the United States: Paragraphs 39, 40, 54.
- (5) The history of the United States: Paragraphs 43-51 inclusive; 57-110 inclusive; 112, 125, 130-134 inclusive.





A. Lincoln

ABRAHAM LINCOLN

Sixteenth President of the United States

(Refer to ¶¶ 49, 55, 75 and 89)

The bronze statue in Lincoln Park, Chicago. This is the work of Augustus Saint-Gaudens, who, though born in Dublin of French and Irish parentage, was brought up in America and was distinctively an American sculptor

AMERICANIZATION AND CITIZENSHIP

I. BECOMING AN AMERICAN CITIZEN

A Message to New Americans ¹

1. Preparing for citizenship. In this book we shall study the organization of our government, and the work which it performs. We shall see that it is a representative government, that its welfare depends upon the interest which the citizens take in it. Do you not think, then, that every new American should be familiar with the history of our country, which abounds in glorious deeds and great achievements? Should you not also study our country's government and institutions, since you will one day help to carry on that government? Then, too, do you not wish to understand clearly the great ideals for which our Nation stands — the ideals which throw so much light upon our national development?

2. Self-reliance as a national characteristic. Foremost among the ideals which have characterized our national life is the spirit of self-reliance. The very first chapter of our national history records the story of a man who arose from among the toilers of his time, and whom eighteen years of disappointed hopes could not dismay — Christopher Columbus. This same spirit of self-reliance animated the little groups of colonists who preferred the unknown hardships of the new world to the certain tyranny of the old; who chose

¹ Adapted from *Preparing for Citizenship*, by W. B. Guitteau. (Houghton Mifflin Company.)

to break old ties, to brave the sea, to face the loneliness and perils of life in a strange land — a land of difficulties and dangers, but a land of liberty and opportunity.

If we follow these pioneers in our fancy, we see them clearing the unbroken wilderness, and dotting the clearings with homes and churches and schools. We understand, too, how inevitably the sturdy self-reliance of these early pioneers led to the revolt against the mother country. . . . It was the issue of self-government and self-control that finally led the little group of colonies scattered along the Atlantic Coast to fight a war for independence.

Later chapters of our national history record the same story of sturdy self-reliance. When Great Britain struck at our commerce, we fought a second war for the freedom of the seas. When three powerful European monarchies united to crush the spirit of liberty in South America, our country announced the famous Monroe Doctrine, a declaration of Home Rule, that the American continents were henceforth to be ruled by the people of America. When Spain waged a cruel and useless conflict in Cuba, she was driven from the western hemisphere, and from the Philippines as well. Meantime our population has increased from three to over one hundred millions: instead of thirteen, forty-eight States are members of our Federal Union, and the feeble third-rate power of Jefferson's day has developed into one of the foremost nations of the world.

In order that our country may continue this proud record of self-reliance, each one of us has a special obligation. Every citizen in his individual life should live up to the same ideal of self-reliance. The citizen who relies on himself, who does honest work, never cheating or shirking, who is always ready to do a little more than is actually required of him, who thinks for himself, acts rightly because he loves right actions — such a citizen is doing his part in helping to achieve our national ideal of self-reliance.

3. The ideal of common humanity. Another characteristic of our national life is the ideal of common humanity, the spirit of social coöperation which springs from the desire that all members of society shall lead happy and comfortable lives. You will learn in your later study of history that for countless centuries it was only the few who shared in the happiness and comforts of civilization, while the great dumb multitude toiled in misery and want and ignorance. But today we realize that it is not enough for a small group of men to be educated, comfortable, and happy. Our modern ideal of humanity requires that all men shall share in these benefits. So the one supreme object of our American civilization is to give every man, woman, and child equal opportunity in striving for comfort, happiness, and culture — for all in life worth seeking.

Naturalization

4. How to become an American citizen.

Who may become American citizens?

White persons, or persons of African birth or descent.

Is citizenship denied to any one?

Yes; citizenship is denied to eight classes of persons, as follows:

1. A person guilty of a crime.
2. A polygamist (a person having more than one wife at a time).
3. An anarchist (one who believes that all social and political wrongs will be cured by having no government).
4. A person who belongs to any kind of club, or association, that teaches disbelief in organized government.
5. A person of questionable moral character (whose character can be questioned as to goodness).
6. A person who is not rightly informed about the United States Government.

7. A person who opposes the Constitution of the United States.
8. Chinese, Japanese, Koreans, and Hindoos.

How old must I be to secure full citizenship?

Twenty-one years.

Are any papers necessary?

Yes; two citizenship (or naturalization) papers. The first paper is called "Declaration of Intention." This may be taken out when a person is eighteen years of age.

How soon after my arrival in the United States may a "Declaration of Intention" be taken out?

At any time, provided you are eighteen years of age, or older.

It is well to take out the "Declaration of Intention" as soon after your arrival as you can, because two years must pass after you have taken out this paper, before you are allowed to take out your second paper (or "Petition for Naturalization").

5. How do I take out the first citizenship paper?

To take out the first paper, you go to the Naturalization Office in the Court-House (United States District Court or your own County Court) and tell the Clerk that you want to take out your first paper for citizenship. He gives you a blank of "Facts for Declaration of Intention" to be filled out at home. This blank you will fill out carefully with correct statements of the following facts:

Your name in full. (Spell out all your names.)

Your age, in years, at your last birthday.

Your occupation. (That is, your work.)

Your color. (That is, white — or negro, as the case may be.)

Your complexion, and also color of hair and of eyes.

Your height, and your weight.

Any distinctive marks on your face or hands.

The place where you were born (city or town, and country).

The date of your birth (month, day, and year).

The last place in which you lived in a foreign country.

The place you now live in (street and number, city or town, and State).

The name of the port you sailed from, and the name of the country it is in.

The name of the ship you arrived on, the port in the United States, and the date (day, month, and year) at which you arrived here.

Also you must state to what country you now belong; and you must declare your intention to give up your allegiance to it.

When you have filled out this blank and returned it to the Clerk, you pay him one dollar. He then fills out the "first paper" ("Declaration of Intention") from the "Facts for Declaration of Intention" that you gave him.

The "Declaration of Intention" states also that you are not an anarchist; that you are not a polygamist; and that it is your intention to become a permanent citizen of the United States. This paper you sign and swear to before the Clerk of the Court. (Nobody but the Clerk of the Court should be paid money in connection with the taking out of citizenship papers.) You must keep this paper carefully, because you will need it two years later when you apply for your "second paper."

6. Review of important points for the "first paper" ("Declaration of Intention").

Taken out at any time after arrival by persons eighteen years of age or more.

Fee: one dollar.

Paper good for seven years.

No witnesses required.

No examination required.

If this paper is lost, it may be replaced by a certified copy secured from the Court that issued the original paper.

7. FACTS FOR DECLARATION OF INTENTION

U.S. Department of Labor, Naturalization Service

NOTE. — A copy of this form should be furnished by the clerk of the court to each applicant for a declaration of intention, so that he can at his leisure fill in the answers to the questions. After being filled out the form is to be returned to the clerk, to be used by him in properly filling out the declaration. If the applicant landed on or after June 29, 1906, his declaration should not be filed until the name of the vessel is definitely given (or the name of the railroad and border port in the United States through which the alien entered), as well as the date of arrival.

TO THE APPLICANT. — The fee of one dollar must be paid to the clerk of the court before he commences to fill out the declaration of intention. No fee is chargeable for this blank.

My name is..... Age :..... years.
(Alien should state here his true, original, and correct name in full.) (Give age at last birthday.)

Also known as.....
(If alien has used any other name in this country, that name should be shown on line immediately above.)

Occupation :.....

Color :..... Complexion :.....

Height :..... feet..... inches. Weight :..... pounds.

Color of hair :..... Color of eyes :.....

Other visible distinctive marks :.....
(If no visible distinctive marks, so state.)

Where born :..... (City or town.)
(Country.)

Date of birth:..... (Month.) (Day.) (Year.)

Present residence:..... (Number and street.) (City or town.) (State, Territory, or District.)

Emigrated from:..... (Place where alien got on ship or train to come to the United States.) (Country.)

Name of vessel:..... (If the alien arrived otherwise than by vessel, the character of conveyance or name of transportation company should be given.)

Last place of foreign residence:..... (City or town.) (Country.)

* I am..... married; the name of my wife is.....; she was

* born at.....; and now resides at.....

I am now a subject of and intend to renounce allegiance to.....

..... (Write name and title of sovereign and country of which now a subject; or if citizen of a Republic, write name of Republic only.)

Port of arrival:..... (City or town.) (State or Territory.)

Date of arrival in United States:..... (Month.) (Day.) (Year.)

* NOTE TO CLERK OF COURT. — The two lines indicated by the * contain information which is provided for by blanks on the latest declaration of intention form; until such time as you may be supplied with forms containing these blank spaces the information called for herein should be inserted immediately *above* the twelfth line, which begins "It is my bona fide intention," etc., as requested in circular letter of January 5, 1916.

8. How do I take out the second citizenship paper?

First: What to study to prepare yourself for full citizenship.

During the two years that you have to wait before getting your second citizenship paper, you should learn the following things:

To speak, read, and write correct English.

To understand what "organized government" means. (Read ¶ 29.)

To know the simple facts about city, State, and United States Government. (These are given in Chapters II and III.)

To read carefully and learn to understand the Constitution of the United States. (Study ¶¶ 32-40 inclusive.)

To learn the duties of a citizen. (Read ¶ 124.)

To learn how to act in court, remembering to

Remove your hat in the court-room.

Remain seated and not to whisper or talk in the court-room.

Rise when the judge enters.

Go forward when your name is called.

Answer questions distinctly (you should say "yes" or "no," and if you don't know the answer, you should say so promptly).

Look as clean and well dressed as you can.

Go on the date and at just the hour named.

Second: What to do about the "Petition for Naturalization."

How long must I have lived in the State where I am applying for citizenship?

One year or more.

How long must I have lived in the United States?

Five years continuously. (That is, one year immediately after another for at least five years.)

How long after the date of my "first paper" ("Declaration of Intention") may I apply for my "second paper"?

Not less than two years, and not more than seven years. If you wait more than seven years, your "first paper"

("Declaration of Intention") will be void *even if it was taken out under the old law, that is, before September 27, 1906*. You will therefore have to take out another before you can get your "second paper."

To apply for your "second paper" —

You must take your first paper ("Declaration of Intention") to the Clerk of the Court ¹ and tell him you wish to take out your "second paper" for citizenship.

If you came into the United States after June 29, 1906, the Clerk will give you a paper (four pages), on the first page of which will be a "Request for Certificate of Arrival." This you will fill out. Two other pages of this paper call for "Facts for Petition for Naturalization" which you must fill out with correct statements of the following facts: ²

1. Your full name, exactly as given in your "Declaration of Intention" ("first paper"). Also your residence (where you live), number and name of street, city (or town), county, and State.
2. Your occupation (work).
3. The date and place of your birth, and the last foreign place where you lived.
4. The place from which you embarked (took ship) and the date as nearly as you can remember.

Also the name of the ship, the line it belonged to, and the date and place of your arrival in the United States.

Also your height, weight, etc., at that time; your occupation; and the name of the place you were going to.

Also, who came with you, and where they were going.

5. The date and place of your taking out your "Declaration of Intention."

¹ United States District Court, or your own County Court; but not necessarily the same Court to which you went for your "first paper" because in the mean time you may have changed your home.

² If it happens that you arrived in the United States before June 29, 1906, the Clerk can give you at once the blank form called "Facts for Petition for Naturalization" and you can at once pay him the fee of four dollars and fill out the "Facts."

6. If married, your wife's name, the place of her birth, and where she lives now.
If you have children, their names, the date and place of the birth of each, and where each lives now.
7. To what country you belong.
8. Whether you can speak the English language.
9. When you began to live in the United States, and in this State.
10. Whether you have previously made petition for United States citizenship.

If you have petitioned for United States citizenship before and been denied, you must give the date, place, and the reason for such refusal.

The whole paper when filled out you must then send, with your "first paper" ("Declaration of Intention"), to the Bureau of Naturalization, Washington, District of Columbia.

If the statements in your "Request for Certificate of Arrival," and in the "Facts for Petition for Naturalization," are correct, a "Certificate of Arrival" will be made out at Washington and sent to the Clerk of the Court with your "first paper" ("Declaration of Intention"). Then you must wait until notified by the Bureau at Washington to appear; and when so notified you must go to the Court with two witnesses.

These witnesses must be:

United States citizens, born or naturalized. If naturalized, they must bring to Court their naturalization papers.

They must have a good reputation (be well thought of) among the people.

These witnesses must take oath that you have lived in the United States for the five preceding years, that what is written in your "Petition for Naturalization" is correct, and that you are of good character and qualified to become a citizen.

The Clerk of the Court will now make out your "Petition for Naturalization."

9. REQUEST FOR CERTIFICATE OF ARRIVAL

FOR USE OF ALIENS ARRIVING AFTER JUNE 29, 1906

U.S. Department of Labor, Naturalization Service

Notice to the Clerk of the Court:

This form is to be used only where an alien arrived in this country after June 29, 1906.

When an alien desires to petition for naturalization, this form should be given to him before he is permitted to file his petition, and the execution of the petition for naturalization should not be commenced until the certificate of arrival is received by the clerk of the court. The alien should be directed to complete the letter below and carefully fill in all the blanks in this form, as the information is necessary to obtain the certificate of arrival, and will aid the clerk of the court in filing the petition for naturalization. The alien should then mail this form to the Commissioner of Naturalization, Department of Labor, Washington, D.C.

That official will at once take steps to obtain and forward to the clerk of court the certificate of arrival required by section 4 of the act of June 29, 1906, to be attached to and made a part of the petition at the time of its filing. The statement of facts will also be forwarded to the clerk of the court. Notice will also be given to the alien that the certificate has been sent to the clerk of the court named by him.

COMMISSIONER OF NATURALIZATION,

U.S. DEPARTMENT OF LABOR,

WASHINGTON, D.C.

SIR: I came to this country after June 29, 1906. Please obtain a certificate showing my arrival in the United States and forward it to the Clerk of the.
(Give on these two lines title of court, and city or town, and county and

State where court is located in which the petition will be filed.)

for filing as the law requires, with the petition for naturalization which I intend to file in that court.

In the accompanying statement I have given the date I landed and the place of my arrival and shown the facts which will go in my petition for naturalization when it is filed.

Respectfully,

.....
(Sign name in full.)

.....
(Give address here.)

NOTE TO THE APPLICANT FOR NATURALIZATION: Please send your declaration of intention to the Bureau of Naturalization, with this application. It will be filed with the clerk of the court for you at the time the certificate of your arrival is sent to him.

ONLY ALIENS WHO ENTERED THE UNITED STATES THROUGH CANADA OR MEXICO SHOULD ANSWER THE QUESTIONS ON THIS PAGE, AND THEY SHOULD BE ANSWERED IN ADDITION TO THE OTHER QUESTIONS ON THE REMAINING PAGES.

Refer to your passport, ship's card, and baggage labels, if you have any, to help you answer these questions. Mail your passport or ship's card to the Bureau of Naturalization with this form and it will be returned after it has been examined.

1. My full name as given at time of sailing from Europe was.....
2. My age as given at time of sailing from Europe was.....
3. I sailed on the vessel.....
(Give name. If you cannot remember name of vessel, give the line.)
4. The following are the names of the members of my family who came with me and other passengers on the vessel on which I sailed.....
5. I arrived at seaport of.....on.....
(Month.) (Day.) (Year.).....Canada,
in Mexico,
6. My destination in Canada was.....
Mexico (If alien informed immigration authorities at port of embarkation and at port of arrival in Canada or Mexico that he had no intention of remaining in that country, please so state.)
7. I was going to join.....
(Here give name of person and address.)
8. I was.....examined for admission into the United States at.....
(If not examined, write "not" in blank space.)
(If you were examined on a train, state this fact also.)
9. My full name as given when examined for admission into the United States was.....
10. I entered the United States on.....
at.....
(Month.) (Day.) (Year.)
(Give name of place at border of the United States.)

U.S. Department of Labor, Naturalization Service

Also known as.....

1. My place of residence is.....

.....
 (County.)
 (State, Territory, or District.)

3. I was born on the.....day of....., 18...., at.....

and my last foreign residence was.....,

4. I emigrated to the United States from.....

....., on or about the day of, 19...., and arrived at the port of

....., on the day of 19..... on the

vessel	Line, by first cabin....., second cabin....., steerage.....
of the.....	Line, by first cabin....., second cabin....., steerage.....

.....
(If the alien arrived otherwise than by vessel, the character of conveyance or name of transportation company should be given)
.....

at which time my height was.....inches; complexion.....; color of hair.....; color of eyes.....
 occupation.....; devoted to.....

(City or town.) (State.)

(Person or persons to whom destined.)

(If the alien came under some other name than his own name, the name used on the steamship must be given here, or the record of arrival cannot be found.)

(If the alien arrived as a stowaway or deserting seaman, or in any other manner than as a passenger, please so state.)

(Location of court.)

6. I am..... married. My wife's name is.....

birth, and fact of her death ; if not married, he should enter " not " in first sentence.)

(City or town.)

....., and now resides at..... (Number and street.)
 (Country)..... I have..... children, and
 (City or town,)..... (State or country.)
 the name, date and place of birth, and place of residence of each of said children is as follows:
 born....., 1....., at.....; resides at.....
 born....., 1....., at.....; resides at.....
 born....., 1....., at.....; resides at.....
 7. I now owe allegiance to..... (Name of sovereign and country of which alien is now a subject.)
 8. I am able to speak the English language.
 9. I have resided continuously in the United States since the..... day of....., 19.....
 and in the { Territory of } since the..... day of....., 19.....
 { State }
 { District }
 10. I have..... heretofore made petition for United States citizenship.
 (If petitioner has heretofore made application for citizenship, the facts required should be fully stated in the following blanks:)
 I previously petitioned for citizenship to the..... Court, at
 on the..... day of....., 1....., which was denied for the following reason:
 (State, Territory, or District.)
 The cause of such denial has since been cured or removed.

My Declaration of Intention No., is sent with this application.

(Give names, occupations, and residence addresses of two witnesses, citizens of the United States, who have known you for at least five years, last past, as a resident of the State in which petition is made, who will make affidavit that you are a person of good moral character, that you are qualified in every way to be admitted a citizen of the United States, and who will appear with you before the clerk when petition is filed and also be present at the hearing of the petition by the court.)
 If you have resided in the State in which petition is made for at least one year, last past, but less than five years, the two witnesses must verify the entire period of residence in the State, and the remaining portion of the five years' residence in some other State must be shown at the hearing by the testimony of the other witnesses appearing in person, or by depositions taken under section 10 of the naturalization act of June 28, 1906. The required form for notice to take depositions may be obtained from the clerk of court when petition is filed.

..... (Name,) (Occupation,) (Residence address.)
 (Name,) (Occupation,) (Residence address.)
 Names of witnesses who will be substituted by me if those appearing with me at the time of filing my petition for naturalization are unable to appear at the time of the hearing —
 (Name,) (Occupation,) (Residence address.)
 (Name,) (Occupation,) (Residence address.)

If you wish to change the name that you have signed to your "Certificate of Arrival" and to your "first paper," ("Declaration of Intention"), you must change it in Court and sign your new name to your "second paper" ("Petition for Naturalization") and always use it afterwards. The fee for your "Petition for Naturalization" and your final admission paper, "Certificate of Naturalization," is four dollars.

The facts of your life are now open to the public and a period of ninety days is set aside for any objection to be raised against you.

During these ninety days, you should:

1. Remain in the United States.
2. Make sure that your two witnesses will appear with you in Court again.

If they are sick or absent you may find two others who can swear to the same facts, subject to the rules of the Court governing the substitution of witnesses.

If they refuse to appear, you should tell the Clerk of the Court, who will compel them to do so. But in this case you must first deposit with the Clerk a sum of money to cover the legal witness fees.

II. Court hearing on the petition.

After ninety days (provided nobody objects) your witnesses and you receive notice to go before the United States District Attorney at Court for an oral (spoken) examination.

Your witnesses must give proof of:

- (1) Your residence (where you live).
- (2) Your moral character (that you are a morally good man).
- (3) Your belief in the principles of the Constitution of the United States.

You will be examined:

- (1) About your knowledge of the Government of the United States. (Study ¶ 29.)

- (2) About the Constitution of the United States. (Study ¶¶ 32-40 inclusive.)
- (3) About the simple facts of City, State, and National Government in the United States. (Study Chapters II and III.)

12. The oath of allegiance.

If this examination is satisfactory to the Court, you take the following oath (swear to the truth of statement) to give up allegiance to any other country, and to give your allegiance to the United States:

“I hereby declare on oath, that I absolutely and entirely renounce and abjure all allegiance and fidelity to any foreign prince, potentate, state or sovereignty, and particularly to (name of sovereign of country) of whom I have heretofore been a subject; that I will support and defend the Constitution and Laws of the United States of America against all enemies, foreign and domestic, and that I will bear true faith and allegiance to the same.”

13. You have now become an American citizen.

This makes you a citizen of this country. You may now claim the protection of this Government wherever you may be. You also have the right to vote for those men whom you wish to help make the laws of the country.

14. Review of important points for the “second paper” (“Petition for Naturalization”).

Taken out at least two years after the “first paper.”

Fee: four dollars.

Two witnesses required. They appear two separate times.

Examination required.

Oath of allegiance required.

If lost, papers may be replaced by certified copies secured from the Court that issued the originals.

15. The form of the Certificate of Naturalization

Forgery of this certificate will be punished by a fine of \$10,000, or imprisonment for not more than ten years, or both.

THE UNITED STATES OF AMERICA

CERTIFICATE OF NATURALIZATION

Description of holder: age,.....; height,.....; color,
.....; complexion,.....; color of eyes,.....; color
of hair,.....; visible distinguishing marks,
Name, age, and place of residence of wife,

Names, ages, and places of residence of minor children.....

(Signature of holder)

Be it remembered, that at a.....term of the.....
court of....., held at.....on the.....day of
....., in the year of our Lord nineteen hundred and.....,
..... (name)
who previous to his (her) naturalization was a citizen or subject of
....., at present residing at number.....street,
.....city (town),.....State (Territory or District),
having applied to be admitted a citizen of the United States of
America pursuant to law, and the court having found that the
petitioner had resided continuously within the United States for at
least five years and in this.....for at least one year immediately
preceding the date of the hearing of his (her) petition, and that
said petitioner intends to reside permanently in the United States,
had in all respects complied with the law in relation thereto, and
that ..he was entitled to be so admitted, it was thereupon ordered
by the said court that ..he be admitted as a citizen of the United
States of America.

In testimony whereof the seal of said court is hereunto affixed
on the.....day of....., in the year of our Lord
nineteen hundred and.....and of our Independence the
.....

(Official character of attestor.)

16. A few puzzling matters.

What must I do in order to obtain my "Certificate of Arrival"?

You must fill in a blank which will be furnished by the Clerk of the Court, and forward it to the United States Department of Labor, Bureau of Naturalization, at Washington, District of Columbia. You should be careful to give the name of the Court to which you wish the "Certificate of Arrival" returned. Otherwise it might be sent to the Court in which you took out your "first paper." This Bureau will furnish the Clerk of the Court with the Certificate. You will be notified when it is ready.

When shall I receive my "Certificate of Citizenship"?

The "Certificate of Citizenship" will be issued by the Clerk of the Court, after the oath of allegiance has been administered, and at the time and in the manner that the Court may direct. This is at least ninety days after the petition has been filed.

How may I obtain the date of my arrival and the name of the steamship?

If you do not know the date of your arrival or the name of the steamship, you may obtain this information by writing to the Commissioner of Immigration at the port where you arrived within United States territory. You must give the approximate date of your sailing, the name of the port from which you sailed, and the approximate date of your arrival within the United States.

Is it possible for a naturalized citizen to forfeit his American citizenship?

Yes. The United States has laid down the rule that a naturalized citizen who returns to the country from which he came and resides there two years forfeits his citizenship in the United States. He forfeits it also if after being naturalized he resides for five years in any other country.

What is the penalty for getting naturalization papers by fraud?

Any person who attempts to obtain naturalization papers by perjury or fraud or aids to obtain them by false statements, or any person who has naturalization papers unlawfully in his possession, is subject to prosecution. He may be fined not more than

five thousand dollars, or imprisoned not more than five years; or he may be punished in both these ways.

What must an applicant do in order to obtain a duplicate of a "Declaration of Intention" ("first paper"), or a "Certificate of Naturalization" ("second paper"), issued since September 27, 1906, which he has lost?

He must make an affidavit as to when and under what circumstances he lost his papers. This affidavit is then submitted through the Clerk of the Court in which the paper was issued for investigation to the United States Department of Labor, Bureau of Naturalization, at Washington, District of Columbia. If satisfactory, new papers will be issued.

When may an applicant for citizenship change his name?

Any applicant who desires to change his name may, if he has sufficient reasons, be allowed so to do by order of the Court when he is admitted to citizenship. The request must be made when he files his "Petition for Naturalization" ("second paper"). His "Certificate of Citizenship" will be issued in his new name, and he will be expected to use this name always in the future.

The standing of soldiers, sailors, seamen, and others.

There are special provisions in a law passed May 9, 1918, relative to the naturalization of foreign-born men, Filipinos, and Porto Ricans, (1) who are in the regular or volunteer military or naval service of the United States; (2) who have been honorably discharged from such service; (3) who have served on merchant or fishing vessels of this country. In the case of these soldiers, sailors, and seamen, certain preliminaries are not necessary. There are also special provisions about "alien enemies" and about American citizens who, during the Great War, entered the service of any country allied with the United States. The officers of the Court will furnish information about these points upon request.

A foreign-born man serving in the army or navy of the United States at the close of the Great War, or one who was honorably discharged because of wounds, etc., before the end of that war, may file his "Petition for Naturalization" ("second paper") without being obliged to prove the usual residence within the United States.

His petition, however, must be supported by two reliable witnesses, citizens of the United States.

There have probably been many foreign-born men residing within the United States who have had mistaken ideas regarding their standing as citizens. The law provides that any man who was misinformed in this way, and who through error exercised the rights and performed the duties of a citizen in good faith, may file his "Petition for Naturalization" ("second paper") without being obliged to file his "Declaration of Intention" ("first paper"). This applies only to foreign-born men who on or before July 1, 1914, were qualified to become citizens except that they had not filed their "Declaration of Intention" ("first paper"). It must be proved to the satisfaction of the Court, however, that the applicant complies with all the other requirements of the naturalization law.

Does the wife of a naturalized citizen become a citizen of the United States?

Yes, provided she is residing within the United States or under its jurisdiction. The general rule is that when a man becomes a citizen, his wife and children also become citizens.

Must the widow and the minor children of a foreign-born man take out "first papers" ("Declaration of Intention") in order to become citizens?

This is not necessary if the husband or the father, as the case may be, took out his "first paper" ("Declaration of Intention") prior to his death. In such a case, the widow and minor children may become citizens by filing their "Petition for Naturalization" ("second paper").

Does a foreign-born child adopted by an American citizen, through this adoption become a citizen of the United States?

No; a child so adopted is not an American citizen even though under twenty-one years of age at the time of adoption. At the proper times, he must take out the usual papers.

17. Addresses to New American Citizens

I

BY WOODROW WILSON

President of the United States

YOU have just taken an oath of allegiance to the United States. Of allegiance to whom? Of allegiance to no one, unless it be God — certainly not of allegiance to those who temporarily represent this great Government. You have taken an oath of allegiance to a great ideal, to a great body of principles, to a great hope of the human race. You have said, "We are going to America not only to earn a living, not only to seek the things which it was more difficult to obtain where we were born, but to help forward the great enterprises of the human spirit — to let men know that everywhere in the world there are men who will cross strange oceans and go where a speech is spoken which is alien to them if they can but satisfy their quest for what their spirits crave; knowing that whatever the speech there is but one longing and utterance of the human heart, and that is for liberty and justice." And while you bring all countries with you, you come with a purpose of leaving all other countries behind you — bringing what is best of their spirit, but not looking over your shoulders and seeking to perpetuate what you intended to leave behind in them. I certainly would not be one even to suggest that a man cease to love the home of his birth and the nation of his origin — these things are very sacred and ought not to be put out of our hearts — but it is one thing to love the place where you were born and it is another thing to dedicate yourself to the place to which you go. You cannot dedicate yourself to America unless you become in every respect and with every purpose of your will thorough Americans. You cannot become thorough Americans if you think of yourselves

in groups. America does not consist of groups. A man who thinks of himself as belonging to a particular national group in America has not yet become an American, and the man who goes among you to trade upon your nationality is no worthy son to live under the Stars and Stripes.

II

BY THEODORE ROOSEVELT ¹

Former President of the United States

WE Americans are the children of the crucible. It has been our boast that out of the crucible, the melting pot of life in this free land, all the men and women of all the nations who come hither emerge as Americans and as nothing else; Americans who proudly challenge as a right, not as a favor, that they "belong" just exactly as much as any other Americans and that they stand on a full and complete equality with them; Americans therefore, who must, even more strongly, insist that they have renounced completely and without reserve, all allegiance to the lands from which they or their

¹ Ex-President Roosevelt died January 6, 1919. The Massachusetts Legislature adopted resolutions containing the following paragraphs:

"To Theodore Roosevelt the American people owe an eternal debt of gratitude. A man of varied ancestry, he was the typical American. His great career is the proud heritage of every loyal American, whether native or foreign born; we are prouder to be Americans because he was an American.

"With tireless energy, with great administrative ability, with keen political judgment, with noble ideals of service to God and to man, Theodore Roosevelt labored for the welfare and advancement of his countrymen. Called to many duties and responsibilities, he brought to each task the qualities that made him a leader and friend of all mankind.

"Soldier and statesman, scientist and historian, hunter and explorer, he brought a new zeal and distinction to many fields of human endeavor. He asked no patriotic service which he himself was not ready to give. The greatest American of his generation, his death leaves a void in the heart of America which no man can fill, and all the peoples of the world who strive after righteousness mourn his loss and will ever cherish the inspiration of his life."

Read *Theodore Roosevelt, the Citizen*, by Jacob A. Riis.

forefathers came, and that it is a binding duty on every citizen of this country in every important crisis, to act solidly with all his fellow Americans, having regard only to the honor and interest of America and treating every other nation purely on its conduct in that crisis, without reference to his ancestral predilections or antipathies. If he does not so act, he is false to the teachings and the lives of Washington and Lincoln, he is not entitled to any part or lot in our country, and he should be sent out of it. If he does not act purely as an American, he shows that in his case the crucible has failed to do its work. The crucible must melt all who are cast in it; it must turn them out in one American mould; and this must be the mould shaped a hundred and forty years ago by the men who under Washington founded this as a free nation, separate from all others.

18. Examination questions.¹

The questions in the following pages should be studied by all who are preparing for the Government examinations for citizenship.

The answers will sometimes be found in this book. If not, the student should refer to books listed in ¶¶ 128 and 131.

Where can "Naturalization Papers" be taken out?

What is a "Declaration of Intention"?

For how many years is a "Declaration of Intention" good?

What are some of the things you must state in your "Petition for Naturalization"?

How long must a man live in the United States before he may file a petition for his "Certificate of Naturalization"?

What is the need for the two witnesses who appear with you when petition is made for "Certificate of Naturalization"?

When is the "Oath of Allegiance" taken?

¹ Teachers should drill their classes in answering questions of the same general purport as those given here and on pages 39, 71 and 87, but *different in form*. Applicants for citizenship are sometimes quite naturally perplexed by new phrasing in examination questions upon perfectly familiar subjects.

What may you do if you should lose your "Declaration of Intention" ("first paper") or "Certificate of Naturalization" ("second paper")?

What is a "Certificate of Arrival," and who must secure these before making petition for "Certificate of Naturalization"?

What are some of the advantages of becoming a citizen of the United States?

II. THE CITIZEN AND THE COMMUNITY

19. Watch-words.

Some of the best stuff in America is in the men who are naturalized citizens of the United States. — *Wilson*.

We have in our scheme of government no room for the man who does not wish to pay his way through life by what he does for himself and for the community. — *Roosevelt*.

Every good man in politics wields a power for good. — *Peters*.

If you want a clean city, vote to place the Government in clean hands. — *McGlynn*.

The ideal citizen is the man who believes that all men are brothers, and that the Nation is merely an extension of the family. — *Habberton*.

Americanism is a question of spirit, conviction, and purpose — not of creed or birthplace. — *Roosevelt*.

Municipal government should be entirely divorced from party politics. — *Parkhurst*.

Too many of our citizens fail to realize that local government is a worthy study. — *Fiske*.

Every citizen should be ready to do his full part in the service of the community in which he lives. — *Mann*.

Each separate township needs men who will inspire respect and common confidence. — *Mowry*.

Let the man, who, without good excuse, fails to vote, be deprived of the right to vote. — *Miller*.

The good citizen will never consent that his voice and vote shall sanction a public wrong. — *Gow*.

20. The citizen's share in government.

What is each citizen's share in government? —

By his vote at an election, each citizen helps to decide who shall be the Government officers to represent his interests and the interests of the community in which he lives.

Remember that only those citizens who actually vote have

a part in the Government. If a man fails to vote from carelessness or indifference, he is not a good citizen.

What is an election?

At certain times and places in each community, officers of the Government are chosen by the votes of the qualified citizens. The person who receives the greatest number of votes is declared elected to that office for which he was a candidate. He serves as the people's representative for a certain term or until his successor is chosen. Various questions of public policy also are decided by the voters at the elections.

Does naturalization of itself give the right to vote?

No. The right to vote is given by the State. Most States confer this right upon all citizens of the United States who have lived within the State for one year, and who can meet certain simple requirements.

What are some of the usual requirements of becoming a voter?

(1) You must be a native-born or naturalized citizen of the United States, twenty-one or more years of age.

(2) You must promise to obey the laws of the country and to recognize the officers of the Government as the persons in authority.

(3) You must have lived for a certain time in the State and in the city (or town) in which you desire to vote.

(4) You must pay taxes for the support of the Government.

(5) You must be registered as a voter in the city or town in which you live.

What must the naturalized citizen do in order to be registered as a voter?

He must appear before the Registrars of Voters in his city or town for registration. They will ask him to present his certificate of citizenship, and to make oath that he is the person named therein. He must also prove by witnesses

that he lives in the city or town. He must show that he can read English. After this he will be registered, and his name will be placed upon the voting list.

21. The power of the ballot.

Why is each citizen's vote important?

Because by means of his vote each citizen has a share in making the Government good or bad. If good men are elected to office by the people, all the people are benefited; if bad men are elected, all the people suffer.

The vote of each citizen counts as one and only one, regardless of his birthplace, position in life, or wealth. Elections have sometimes been decided by the margin of a single vote. This shows how important it is for every citizen to use his privilege of voting.

Why should every citizen vote?

In order that our Government may continue truly representative, and that the laws may be what the people as a whole want them to be.

It is only the votes that are cast that count for or against a candidate or a law. It is not good citizenship to fail to express an opinion on public affairs.

If competent and honest officers are not elected, whose fault is it?

It is the fault of the individual citizens who fail to vote according to their best judgment. No one should vote without careful attention to the character and ability of the candidate.

What should be the attitude of the citizen toward the officers chosen at an election?

He must respect them as the persons chosen to enforce the laws. They are the choice of the majority of the people.

Officers elected by a majority hold public office as a public

trust. They should be kept in office only so long as they are faithful to the best interests of the communities which elected them. If they fail to represent these communities properly, or if by some act they prove themselves unworthy of trust, the voters should at the next election choose other officers in their place.

How does a voter cast his ballot?

Voting places (also called "the polls") are appointed in each of the election districts ("wards" or "precincts") into which a city or town is divided. The voter is required to go to some particular one of these voting places, according to the street on which he lives. At the polls, an officer in charge of the election asks the voter's name, and his address; then he consults the "Voting List" and if the voter is there registered, he is given the ballot on which are printed the names of the men nominated for office, also any questions which are to be decided by vote of the people. The voter then goes to a voting booth, marks his ballot, and folds it so as to hide his markings. He then takes his ballot to another election officer who again checks the voter's name on *his* list, and deposits the ballot in the ballot-box.

Why should the voter's ballot be secret?

Because no one should be permitted to control a citizen's vote or to influence him to vote against his convictions of what is best for his community. No one should be forced to vote in a certain way simply because he belongs to a certain political party. The secret ballot protects the citizen in his right to vote according to his best judgment.

Why is it a crime to buy or sell a citizen's vote?

Because the right to vote is given to citizens as a trust. It should be held as a precious right and should be exercised for the public good.

It is by the votes of its citizens that the United States has

been preserved. It is by their votes that it will be preserved in the future.

22. Political parties in the United States.¹

Political parties are made up of men who hold similar views on questions of public policy. The most important work of a political party is the nomination for public office of candidates who are pledged to carry out certain policies. A party expresses its policies in what is known as the "party platform."

"Political parties are unavoidable under a form of government like ours. They are the means of securing united action among the voters who think alike. A voter cannot accomplish much unless he belongs to a party and works and votes with it. Yet it must be remembered that a party is merely a means to accomplish a result, and not in itself a sacred thing. The purpose of a party should be to secure good government *for all the people*. The words of Washington in his Farewell Address should always be kept in mind by the patriotic American citizen. He said: 'The spirit of party, unfortunately, is inseparable from our nature, having its root in the strongest passions of the human mind. It exists under different shapes in all governments, more or less stifled, controlled, or repressed; but in those of the popular form it is seen in its greatest rankness, and is truly their worst enemy. The alternate domination of one faction over another, sharpened by the spirit of revenge natural to party dissensions . . . is itself a frightful despotism. . . . The common and continual mischiefs of the spirit of party are sufficient to make it the interest and duty of a wise people to discourage and restrain it.'"

23. The "Spoils System."

"It early became the practice of a victorious party to dismiss

¹ Paragraphs 22, 23, and 24 are quoted from *The Community and the Citizen*, by A. W. Dunn. By courtesy of Messrs. D. C. Heath & Co.

many members of the defeated party who were holding Government positions, and to fill their places with its own members. This plan is known as the 'spoils system,' because it was founded on the principle that 'to the victors belong the spoils.'

"The spoils system brought with it a train of evils. The changes made in the civil service with each change of administration were injurious to the efficiency of the service. The worst evil was the habit it cultivated of looking upon the offices of Government as booty, to be sought for, and even fought for, *as rewards for party service*. The man who works for a party merely for what he can get out of it in the shape of a salaried office is not a safe man for the people to put their confidence in as their representative in Government."

24. The civil service.

"By far the greatest number of the offices of Government are filled by appointment and not by election. These appointive places constitute the civil service. There are about three hundred thousand such offices or positions under the National Government, and probably as many more under the State and local governments. It is necessary that some of the more important of these offices should be filled by men who will sympathize with the policy of the Government as indicated by the party in power, as in the positions of the cabinet officers who are advisers with the President and carry out his policy. There are, however, some offices in which party feeling should not be allowed to enter at all, as in the case of judges of our courts. Their business is to interpret the law and to render justice, which is always the same under any party. There are many thousands of other offices, or Government positions, in which a man's party beliefs would make no difference in the performance of his duty, as in the case of postmen and mail clerks.

"A great deal has been done in the last few years to destroy the spoils system of making appointments to office. In 1883 a civil service law was passed, and a Civil Service Commission created by Congress, for the purpose of improving conditions. By this act a merit system of making appointments was introduced. By the merit system, candidates for the civil service must pass a competi-

tive examination to show fitness, and when appointed, they hold office during good behavior. At first this system was applied to only a few of the offices, but the number of offices in which it operates has steadily increased, until to-day more than half of the national offices are subject to it. The merit system of appointment has been adopted also in some States and cities."

25. Local government.

What is town government?

The form of government in which the laws are made by the people directly instead of through their representatives. At "town meetings" all the voters of the town meet for voting upon matters of common concern. They elect an executive board of from three to nine members called the selectmen, and the officers who keep the records, and who supervise education, etc. This practice is possible only in the smaller communities and is most common in rural localities, that is, in the country where there are comparatively few people. When the population of a town becomes large, the city form of government is generally established.

How is city government established?

A city is given its charter by the State legislature.

What is the form of city government?

There is

- (1) The legislative department — the city council.¹
- (2) The executive department — the mayor, or the board of commissioners as the case may be.
- (3) The judicial department — comprising certain courts. Their authority, however, comes from the State — not from the city itself.

A few cities have adopted the "city-manager" plan. Under this, there is a small commission of three or five men which

¹ In some cities there are two branches of the city council, called the council and the board of aldermen, which have jurisdiction within the city limits.

acts as a legislative body, appoints the manager, and holds him responsible for the management of the city's affairs. The commissioners themselves are elected by the people of the city, and are subject to be recalled from office.

How are the mayor and the members of the council elected?

They are elected directly by the voters. In city elections, voters should bear in mind that city affairs are business, not politics; and they should try to elect those officers who will best safeguard the common good, without regard to political parties.

For convenience at election time, cities are usually subdivided into "wards," and wards are subdivided into "precincts," each of which has its own voting place. You should learn the location of the place at which you are to cast your vote. Refer to page 32.

26. The State Government.

How is the Government of a State similar to the Government of the United States?

Each State has its own constitution, and its Government is divided into three departments.

These are: *The legislative department*, known as the legislature (sometimes called the general assembly, or the general court), which is composed of two houses, namely, the State Senate, and the State House of Representatives. The legislature makes the laws of the State. These must not be at variance with the provisions of the Constitution of the United States. The legislature also imposes taxes and appropriates public money for all necessary State purposes. The legislature meets in the capital city of the State.

The *second division* of the State Government is *the executive department*, which enforces the laws, that is, sees that the people obey the laws. The chief executive is called the governor.

How is the governor chosen?

By the direct vote of the people.

How are the members of the State legislature chosen?

By the direct vote of the people.

You should read the provisions of your own State constitution to learn the terms for which these officers are elected.

What are the State courts of justice?

The *third division* of the State Government is the *judicial*, composed of the various courts of justice. The duty of the courts is to explain the laws, to impose penalties upon law-breakers, and to administer justice.

There are usually three classes of courts.

(1) Justices' courts in every community, presided over by justices of the peace. In cities, courts of this kind are called police courts. Here disputes over property, or contracts involving only small amounts of money, are settled. These are the lowest courts. From their decisions appeal may usually be made by dissatisfied parties to the higher State courts.

(2) Courts of the next higher grade are designated by different titles in the various States. Their sessions are held first in one county and then in another until the judge has completed the circuit of the counties in his district. In these courts, trial by jury¹ may always be obtained. In large cities, there are also criminal courts, to relieve the district courts of work of certain classes.

In some States there are county courts for the settlement of estates, the care of orphans, etc.

(3) The third and highest State court is the Supreme Court,

¹ The system of *trial by jury* grew up under English law, and is guaranteed our citizens by the Constitution of the United States. It consists in submitting the facts in a case at law to a certain number of men (usually 12) selected according to law. They weigh the evidence, under the superintendence of a judge; and their "verdict" decides the case. The system has been adopted only partially in the countries of continental Europe.

which consists of from three to nine judges, whereas only one judge presides over each of the courts of the two lower grades. Cases of the greatest importance may be carried to the Supreme Court for final decision. This court also has the power of deciding whether the laws passed by the State legislature are in accord with the State constitution. The State constitution is the supreme law of the State, and any law not in accord with it must be declared null and void.

How are the judges of the courts chosen?

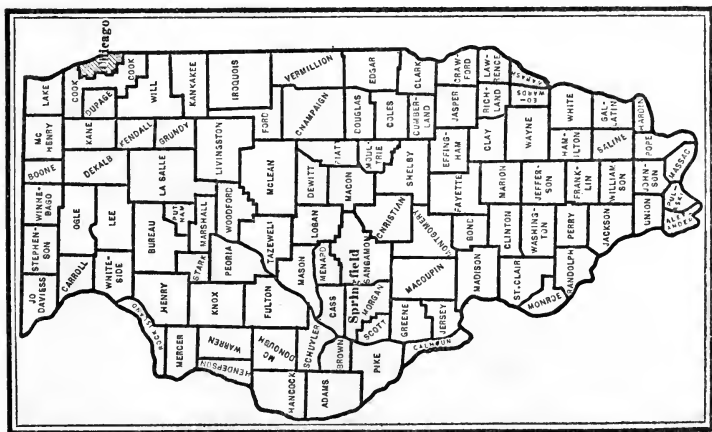
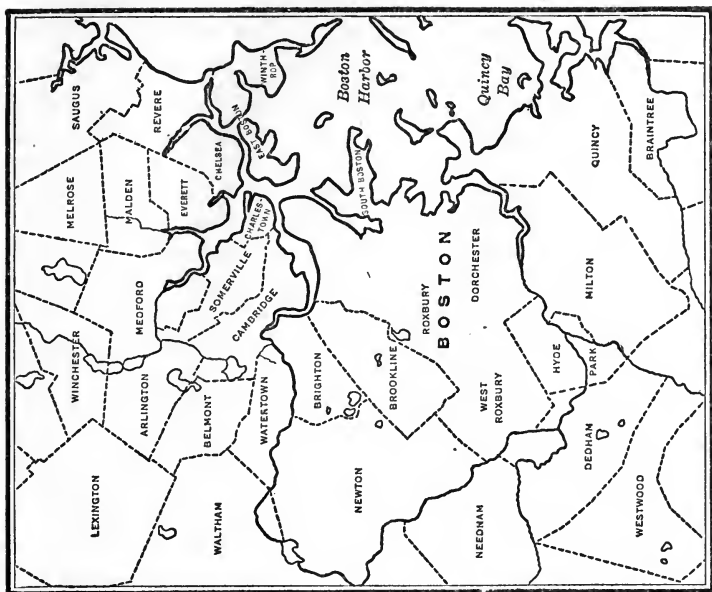
Under the constitutions of the thirteen original States, the judges were appointed either by the governor or the legislature. Most of the States formed in later years, however, provided in their constitutions for the election of their judges by the people, since this was considered a more democratic method.

In most States the judges of the two lower grades of courts are elected by the voters in the various local communities. Supreme Court judges are elected by the voters of the entire State. You should read the provisions of your own State constitution to learn the details of the terms for which judges are elected, etc.

No officers in our Government are more important than the judges, for the courts have the final decision upon all questions of individual rights. Citizens must feel that they can obtain justice in the courts. Therefore, they should be sure to vote for men who will be impartial, fearless, and upright judges. Men should not be made judges because they belong to a certain political party. The business of the courts is justice, not politics.

How is the territory of a State subdivided?

Into towns and cities. All the area within a State's boundaries is under the local government of some town or city. Neighboring towns and cities are themselves grouped under an intermediate subdivision of the State called the county. A large city, like New





York or Chicago, may occupy the whole of a county — or even more than one county. (Refer to map opposite page 38.)

What is the purpose of the counties?

Counties are subdivisions of the State, created by act of the Legislature. The purpose is to make easier the administration of justice, and other business of the State.

In the older States — Massachusetts, New York, Pennsylvania, for example — and in States, as in the Northwest, originally settled by emigrants from these older sections, the county exists for little more than the administration of justice.

Throughout the Southern States the county is the unit of political organization, but the counties are now tending to break up into smaller divisions for some purposes of local government.

Throughout the West there is a mixed type of organization: sometimes the township, and sometimes the county form. Here there is a tendency to have many local affairs administered by the county.

You should refer to your own State constitution for the details of local government in your particular part of the country. County government is constantly changing, because of the varying conditions of community life.

What are the principal officers of a county?

(1) The sheriff, who preserves peace and order under direction of the courts.

(2) The county commissioners, who look after roads, bridges, jails, etc.

(3) The county courts, of probate, chancery, etc.

How are the county officers elected?

By the direct vote of the people.

27. Examination questions upon local government.¹

What are some of the citizen's duties in local affairs?

Every American should know what the community does for the citizen. He should know what services the citizen is expected to render to the community.

He should serve the community in these ways: obey the laws and

¹ Teachers should read the explanation and suggestions regarding examination questions on page 27.

respect the rights of others; make a living at some useful work; support those dependent upon him; pay taxes; serve on the jury when called; vote intelligently at all town and city and State elections.

What does the community do for the citizen?

Local government in city or town protects and educates its citizens and gives them the means of recreation.

Protection. The city safeguards the health of its citizens by enacting food laws, sanitation laws, and "safety-first" measures. It also establishes hospitals and clinics.

It guards against fire through building laws, the warnings of the fire commissioner, and the maintenance of a fire department.

It protects its citizens against criminals through its police department. It also safeguards their rights through issuing regulations for street traffic, licenses for peddling, etc.

Education. The city educates its citizens by means of schools, elementary, high, evening, and continuation schools. It also establishes public libraries and museums.

Recreation. The city furnishes its citizens with means of health and recreation through parks, playgrounds, gymnasiums, bathing places, etc.

What is the chief executive of a city called?

What are the duties of a mayor?

Who is the mayor of this city?

Who may vote for mayor, or for commissioners, and for councilmen?

What are city ordinances, and who make them?

What is meant by the police court?

What are the duties of the police department of a city?

What is meant by the voting privilege in the United States?

What is registration?

What is a primary election?

What is a political party?

What is civil service?

Who only may take civil service examinations?

Who may attend public schools?

Who pays for the public schools?

Why should every citizen take part in civic affairs?

How may every citizen take part in the government of city or town or State or Nation?

Who is the governor of this State?

Who are the representatives of this State in Congress?

III. THE CITIZEN AND THE NATION

28. Watch-words.

Love your country and obey its laws. — *Porter*.

The sum of individual character makes national character. — *Mann*.

The true defense of a nation lies in the moral qualities of its people. — *Mason*.

We must treat each man on his worth and merits as a man. We must see that each is given a square deal, because he is entitled to no more and should receive no less. — *Roosevelt*.

America, free, happy, and enlightened as she is, must rest the preservation of her rights and liberties upon the virtue, independence, justice, and sagacity of the people. If they fail, the Republic is gone. — *Story*.

May this immense temple of freedom (the United States) ever stand a lesson to oppressors, an example to the oppressed, a sanctuary for the rights of mankind! — *Lafayette*.

The American Republic was established by the united valor and wisdom of the lovers of liberty from all lands. — *Voorhees*.

America means equality of opportunity for each individual, by his own effort, to work out his own happiness. — *Myers*.

The task of America is to preserve freedom for mankind. — *Emerson*.

29. Government in the United States.

Every country must have a government of some sort. Without a government there could be no laws, no preservation of order, and no protection of the individual in his rights.

In every land, life, liberty, and property must be protected by a regular form of government.

A republic is a country in which the people elect their own officers. The executive, legislative, and judicial powers are exercised by the representatives of the people elected by the people's votes. Under a republic the Government exists wholly for the benefit and protection of the people. The

United States, France, Switzerland, and the countries of South America are republics.

It is the duty of every citizen to vote and help select the men who represent him in our Government, for in this way it will be made sure that the rights of all the people are respected.

“It is the participation of numbers in the Government and not the name of republic as opposed to monarchy, that constitutes Liberty; it is, above all, the reign of laws; publicity in the administration as well as the tribunals; equality; the removal of all shackles on thought, on education and religion.”¹

“Every American is subject at the same time to both the State and National laws. If he lives in a city he is subject to a third set of laws commonly known as city ordinances. There is at times an apparent overlapping and even a conflict between these three systems of government. But at bottom there can be no serious conflict between them, and each has its part in promoting the life of the community and the individual. . . .

“In a country where the Government is constantly referring its problems back to the citizens for decision by popular vote, it is especially important that every one make himself intelligent with regard to the character of the organization of the Government and also with regard to the issues which are being dealt with in the laws that are enacted. Especially is it important that every citizen understand that government and laws are only part of the community life. The broader principles of justice and order which lie back of the Government should be kept constantly in mind as the principles which must be more and more fully realized as governmental control expands and laws express more fully the best methods of dealing with community problems.”²

¹ Sismondi.

² *Lessons in Community and National Life*, U.S. Bureau of Education.

30. A few of the services rendered by the National Government.

This list is suggestive, rather than complete. Its purpose is merely to point out some of the ways in which our Government serves our people day by day.

1. The weather reports and forecasts. (These are of inestimable value to farmers, sailors, and others.)
2. The postal service. (The mails, parcel post, — including rural free delivery, — postal savings banks, and postal money orders for use at home and abroad.)
3. The coinage of money.
4. The issue of "thrift stamps." (A device to encourage saving money.)
5. The issue of Liberty Bonds. (To encourage saving on a larger scale.)
6. The granting of patents upon inventions, and of copyrights upon books, works of art, etc.
7. The regulation of labor conditions.
8. The control of commerce between the States.
9. The civil service. (Under the rules of this service, any citizen may take the educational and physical examinations preliminary to work in the employment of the Government. Read ¶ 24.)
10. The issue of passports to American citizens desiring to travel abroad.
11. The protection of our citizens abroad through the system of consuls in foreign cities, and the higher diplomatic officers in all countries.

A Study of the Constitution

31. Our form of government.

What is the form of our government?

Our government is a republic, "a government of the people, by the people, and for the people."

What are the chief differences between a republic and a monarchy?

(1) In a republic the people elect their officers, including the president. In a monarchy, the man at the head of the government — the king — holds his office by inheritance.

(2) In a republic the president does not control the making of laws. In a monarchy it is possible for the king to control the making of laws.

(3) In the United States, the right to vote may be given to all persons twenty-one years of age, and over, who have either been born within the country, or naturalized as citizens. In a monarchy, the right to vote is usually given only to those who have certain educational or property qualifications.

(4) In the United States the representative law-making assemblies are elected by the people as a whole. In a monarchy the assemblies are controlled by certain classes of the population. In our times, however, monarchies are becoming more and more like republics, because the people are being given more and more power in the law-making assemblies. (Refer to ¶ 29.)

32. The National Government and the State Governments. ¹

What is the Constitution of the United States?

The Constitution of the United States is a written document that determines the organization of the Government, defines the authority and duties of each department of the Government, and guarantees to each citizen protection in the enjoyment of his individual rights. It is the supreme law of the land.

When and how was the Constitution adopted?

The Constitution of the United States was drawn up by representatives of the original thirteen States, assembled in a Constitu-

¹ Paragraphs 32-37, inclusive, are in part based upon sections of *The Citizenship Manual*, published by the Detroit Board of Commerce.

tional Convention in Philadelphia, in 1787. It was then submitted to the people of those thirteen States for adoption. The necessary majority of the States had formally adopted it by March 4, 1789, so the Government was then organized under it. (Refer to ¶ 47.)

What is a State and what part does it perform in the Government of the United States?

Before the Constitutional Convention met, there were thirteen independent States, bound together under a very loose system of government called a Confederation. The Constitution, as drawn up by the Constitutional Convention, compelled these States to give up most of the powers that they were then exercising, but permitted them to retain some of them. As new States have been admitted to the Union, they have been given the same powers that the original thirteen States were allowed to retain.

Under the Constitution is there any plan by which powers are divided between the National Government and the Government of the States?

Yes. The Constitution states specifically the powers that are to be exercised by the National Government. It denies certain powers to the State Governments. It leaves all other powers to the State Governments.

How many States are there in the United States?

Forty-eight. (Refer to ¶ 126.)

33. The Divisions of the National Government.

Into how many departments is the National Government divided?

Into three departments: the legislative, the executive, and the judicial.

Has any one of these three departments supreme power over either of the other two?

No. Each department, however, has supreme power over all matters that come before it, except that there are certain checks against the arbitrary or illegal use of those powers.

What are some of these checks against arbitrary or illegal use of power by the different departments of the Federal Government?

If either the executive or judicial department arbitrarily or illegally uses its power, the officers of that department may be impeached and removed from office by the legislative department. If the legislative department passes a bill which it had no right to pass, this bill may be vetoed by the President, or annulled by the judicial department.

What is the meaning of "impeach"?

To impeach is formally to charge the President, or a judge of one of the Federal Courts, or any civil officer of the National Government, with unfitness for office. This may be done by the House of Representatives only. The person impeached is then tried before the Senate, and by it is either acquitted or convicted. (Art. II, sect. IV.)

What is the meaning of "veto"?

After a bill has been passed by Congress, it is presented to the President for signature in order that it may become law. If the President does not favor the bill he vetoes (rejects) it. The bill is then returned to Congress with his objections and without his signature. Then a new vote is taken, and if two thirds of the members (present and voting) of each house favor the bill, it becomes a law in spite of the veto of the President.

34. The legislative department — Congress.

Of what does the legislative department consist?

Of two branches, the Senate and the House of Representatives. When spoken of together, these branches are called Congress. (Art. I, sect. I.)

What is the duty of Congress?

To make laws.

How are the members of the House of Representatives chosen, and for what term?

The people of each State elect their members of the House of

Representatives, the number of whom is in proportion to the population of the State.

Representatives hold office for two years. (Art. I, sect. II.)

Who may be elected a representative?

Any person who is twenty-five years of age, who has been a citizen of the United States for seven years, and who lives in the State from which he is chosen. (Art. I, sect. II.)

Who presides over the House of Representatives?

The Speaker, who is elected by the members of the House from their own number. (Art. I, sect. II.)

How are members of the Senate chosen and for what term?

Two senators are elected by the people of each State to represent that State. Senators hold office for six years each, but their terms are so arranged that only one of them is elected from a State at one time. (Art. I, sect. III, and Amendment XVII.)

Who may be elected a senator?

Any person who is thirty years of age, who has been a citizen of the United States for nine years, and who lives in the State from which he is chosen. (Art. I, sect. III.)

Who presides over the Senate?

The Vice-President of the United States. (Art. I, sect. III.)

When and where does Congress meet?

On the first Monday of December of each year, in the city of Washington, District of Columbia. Also at such other times as it may be summoned by the President "in extraordinary session." (Art. I, sect. IV.)

How long does Congress remain in session?

Until it has transacted all of the business before it, except that it must adjourn every other year not later than March 4.

How does Congress transact its business?

Each house determines for itself how it shall transact its business, except that each bill must be read three times publicly in each house, before being voted upon; and every bill, before being submitted to the President, must be passed by each of the houses separately. (Art. I, sect. V.)

How are the representatives and senators paid?

From the Treasury of the United States, the amount of the salaries being determined by Congress itself. (Art. I, sect. VI.)

Can a man hold any other public office and be a member of Congress?

No. (Art. I, sect. VII.)

What are the powers of Congress?

The Constitution specifies eighteen. Read carefully Article I, section VIII, clauses 1-18 inclusive. These are printed on page 56.

Is Congress prohibited from passing any particular laws?

Yes. Read carefully Article I, section IX, clauses 2-8 inclusive. These are printed on page 58.

Can a State exercise any of the powers granted to Congress?

No; unless, in certain cases, Congress neglects to exercise the powers given it.

What are some of the powers that a State can never exercise?

A State cannot: (1) make treaties; (2) coin money; (3) levy duties on imports or exports without the consent of Congress; (4) pass any law impairing the obligation of contracts. (Art. I, sect. X.)

35. The executive department.

Of what does the executive department of the National Government consist?

Of the President of the United States, and the Vice-President who is to perform the President's duties in case of his death or inability. (Art. II, sect. I.)

How is the President elected and for what term?

By an Electoral College for a term of four years. The Electoral College is composed of persons who are elected by the people of the several States, each State electing as many electors as its total representation in both houses of Congress. (Amendment XII.)

The Vice-President is elected at the same time and in the same way.

Who may be elected President of the United States?

Any person who was born in the United States, who is thirty-five years of age, and who has been a resident of the United States for fourteen years. (Art. II, sect. I.)

In case the President dies, who succeeds to his office?

The Vice-President of the United States, or, if he also has died, then the various members of the Cabinet in the order in which their offices are mentioned in the next paragraph. (Art. II, sect. I.)

What is the Cabinet?

The Cabinet consists of heads of the executive departments, who act as the advisers of the President. They are appointed by the President and are confirmed by the Senate. They are called Secretaries. Each department has been created by an act of Congress. There are now ten departments whose chiefs are designated as follows: (1) the Secretary of State; (2) the Secretary of the Treasury; (3) the Secretary of War; (4) the Attorney-General; (5) the Postmaster-General; (6) the Secretary of the Navy; (7) the Secretary of the Interior; (8) the Secretary of Agriculture; (9) the Secretary of Commerce; (10) the Secretary of Labor.

What oath does the President take upon entering upon office?

"I do solemnly swear (or affirm) that I will faithfully execute the office of President of the United States and will to the best of my ability, preserve, protect and defend the Constitution of the United States." (Art. II, sect. I.)

What are the powers and duties of the President?

(1) To enforce the laws of the United States; (2) to send messages to Congress recommending the passage of such laws as he deems necessary; (3) to transact all business with foreign nations; (4) to act as Commander-in-Chief of the Army and of the Navy; and (5) to appoint subordinate officers of the United States Government as provided by law. (Art. II, sects. II and III.)

36. The Judicial Department.

Of what does the judicial department of the National Government consist?

Of the Supreme Court of the United States and of such other courts as may be established by Congress. (Art. III, sect. I.) At the present time Congress has established and keeps in operation nine Circuit Courts of Appeal, seventy-nine District Courts, a Court of Claims, and a Court of Customs Appeals. In general, these courts decide cases of a national or interstate character.

How are the judges of these courts appointed, and for what terms?

All of the federal judges are appointed by the President for life, but his appointments must be approved by the Senate. (Art. III, sect. II.)

What are the duties of the judges?

The duties of the judges of the Supreme Court of the United States are to interpret the laws passed by Congress and to determine whether they are in accord with the Constitution. Certain cases first brought to trial before a State court may be appealed to the Supreme Court. Its decisions are final.

Does the Constitution define any crime?

Yes. The crime of treason. This consists in levying war against the United States, or in siding with its enemies, giving them aid and comfort. (Art. III, sect. III.)

How are the other crimes determined?

Crimes against the United States, other than treason, are defined by Acts of Congress. Any State, either in its constitution or through acts of its legislature, may define these same crimes and may add others to the list.

Can a person who commits a crime be arrested in a State other than the one in which the crime was committed?

Yes, on demand of the Governor of the State in which the crime was committed. (Art. IV, sect. II.)

37. Changes in the form of government, etc.**How are new States admitted to the United States?**

New States are admitted to the United States by act of Congress. (Art. IV, sect. III.) At the close of the Revolution the United States consisted of thirteen States, lying between the Atlantic coast and the Mississippi River. As other parts of the continent were acquired — for example, through the purchase of the Louisiana region, Florida, etc., and the annexation of Texas — the land was opened to the people for settlement. Population rapidly extended into these new sections, which were at first organized under a special form of government known as "Territories." Later on, when each Territory had reached a certain population, the people drew up their own State Constitution, and submitted it to Congress with a petition for admission to the Union as a State. If this constitution was found to be in harmony with the Constitution of the United States, Congress voted to admit the new State. (For special reasons, some six States — only — have been admitted to the Union without preliminary government as a Territory.)

May the Constitution be changed?

Yes. It may be amended by a vote of the legislatures of three fourths of the States, provided the amendment has been submitted to them by a two thirds vote of the Houses of Congress; or by a Constitutional Convention called by the legislatures of two thirds of the States. (Art. V.)

May Congress pass any law in regard to religion?

Congress may not pass any law making any church a State Church, neither can it prohibit free worship. (Amendment I.)

May a citizen be deprived of life, liberty, or property?

Yes; but no citizen may be deprived of life, liberty, or property without due process of law. (Amendment V.)

38. The rights of a citizen as guaranteed in amendments to the Constitution of the United States.¹ (Refer to ¶ 40.)

Personal liberty (right to come and go without restraint.) (Amendment V.)

¹ From *The Teaching of Civics*. By Mabel Hill.

Personal security (right to enjoy life, health, reputation, pursuit of happiness). (Amendment V.)

Right to assemble (peaceably for discussion). (Amendment I.)

Right to petition the government for redress of grievances. (Amendment I.)

Right to worship in any way he chooses. (Amendment I.)

Freedom of speech and of the press. (Amendment I.)

Freedom from unreasonable search of one's body or house. (Amendment IV.)

Right to protect private property (getting, using, disposing of all property that one calls and can prove to be his own. With due process of law and for just compensation, Government can take private property for public purposes). (Amendment V.)

Right to one's personal time and labor. (Amendment V.)

Right of trial by jury. (Amendments VI, VII.)

Right of bail. (Amendment VIII.)

Protection from excessive bail. (Amendment VIII.)

Speedy trials. (Amendment VI.)

Assistance of counsel for defense. (Amendment VI.)

Protection from second trials for same offense. (Amendment V.)

Protection from unusual punishment. (Amendment VIII.)

Remember that every American citizen must respect the rights of others. Nothing in the Constitution permits him to conduct himself in a way to interfere with the equal rights of his fellow citizens. (Read ¶ 118.)

39. The Constitution of the United States.

PREAMBLE

WE, the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquillity, provide for the common defense, promote the general welfare,

and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this constitution for the United States of America.

ARTICLE I. LEGISLATIVE DEPARTMENT

Section I. Congress in General

All legislative powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

Section II. The House of Representatives

1. The House of Representatives shall be composed of members chosen every second year by the people of the several States, and the electors in each State shall have the qualifications requisite for electors of the most numerous branch of the State legislature.

2. No person shall be a Representative who shall not have attained to the age of twenty-five years, and been seven years a citizen of the United States, and who shall not, when elected, be an inhabitant of that State in which he shall be chosen.

3. Representatives and direct taxes shall be apportioned among the several States which may be included within this Union, according to their respective numbers. . . .

4. When vacancies happen in the representation from any State, the executive authority thereof shall issue writs of election to fill such vacancies.

5. The House of Representatives shall choose their Speaker and other officers, and shall have the sole power of impeachment.

Section III. The Senate

1. The Senate of the United States shall be composed of two Senators from each State, chosen . . . for six years; and each Senator shall have one vote. [See Amendment XVII.]

2. Immediately after they shall be assembled in consequence of the first election, they shall be divided as equally as may be into three classes. The seats of the Senators of the first class shall be vacated at the expiration of the second year; of the second class, at the expiration of the fourth year, and of the third class, at the

expiration of the sixth year, so that one third may be chosen every second year; and if vacancies happen by resignation or otherwise during the recess of the legislature of any State, the executive thereof may make temporary appointments until the next meeting of the legislature, which shall then fill such vacancies.

3. No person shall be a Senator who shall not have attained to the age of thirty years, and been nine years a citizen of the United States, and who shall not, when elected, be an inhabitant of that State for which he shall be chosen.

4. The Vice-President of the United States shall be President of the Senate, but shall have no vote, unless they be equally divided.

5. The Senate shall choose their other officers, and also a President *pro tempore* in the absence of the Vice-President, or when he shall exercise the office of President of the United States.

6. The Senate shall have the sole power to try all impeachments. When sitting for that purpose, they shall be on oath or affirmation. When the President of the United States is tried, the Chief Justice shall preside: and no person shall be convicted without the concurrence of two thirds of the members present.

7. Judgment in cases of impeachment shall not extend further than to removal from office, and disqualification to hold and enjoy any office of honor, trust, or profit under the United States; but the party convicted shall, nevertheless, be liable and subject to indictment, trial, judgment, and punishment, according to law.

*Section IV. How Senators and Representatives shall be chosen,
and when they are to meet*

1. The times, places, and manner of holding elections for Senators and Representatives shall be prescribed in each State by the legislature thereof; but the Congress may at any time by law make or alter such regulations, except as to the places of choosing Senators.

2. The Congress shall assemble at least once in every year, and such meeting shall be on the first Monday in December, unless they shall by law appoint a different day.

Section V. Rules of Procedure

1. Each house shall be the judge of the elections, returns, and

qualifications of its own members, and a majority of each shall constitute a quorum to do business; but a smaller number may adjourn from day to day, and may be authorized to compel the attendance of absent members, in such manner, and under such penalties, as each house may provide.

2. Each house may determine the rules of its proceedings, punish its members for disorderly behavior, and, with the concurrence of two thirds, expel a member.

3. Each house shall keep a journal of its proceedings, and from time to time publish the same, excepting such parts as may in their judgment require secrecy, and the yeas and nays of the members of either house on any question shall, at the desire of one fifth of those present, be entered on the journal.

4. Neither house, during the session of Congress, shall, without the consent of the other, adjourn for more than three days, nor to any other place than that in which the two houses shall be sitting.

Section VI. Privileges and Disabilities of Members

1. The Senators and Representatives shall receive a compensation for their services, to be ascertained by law and paid out of the treasury of the United States. They shall, in all cases except treason, felony, and breach of the peace, be privileged from arrest during their attendance at the session of their respective houses, and in going to and returning from the same; and for any speech or debate in either house they shall not be questioned in any other place.

2. No Senator or Representative shall, during the time for which he was elected, be appointed to any civil office under the authority of the United States, which shall have been created, or the emoluments whereof shall have been increased during such time; and no person holding any office under the United States shall be a member of either house during his continuance in office.

Section VII. Mode of Passing Laws

1. All bills for raising revenue shall originate in the House of Representatives; but the Senate may propose or concur with amendments as on other bills.

2. Every bill which shall have passed the House of Representatives and the Senate shall, before it become a law, be presented to the President of the United States; if he approve he shall sign it, but if not he shall return it, with his objections, to that house in which it shall have originated, who shall enter the objections at large on their journal and proceed to reconsider it. If after such reconsideration two thirds of that house shall agree to pass the bill, it shall be sent, together with the objections, to the other house, by which it shall likewise be reconsidered, and if approved by two thirds of that house it shall become a law. But in all such cases the votes of both houses shall be determined by yeas and nays, and the names of the persons voting for and against the bill shall be entered on the journal of each house respectively. If any bill shall not be returned by the President within ten days (Sundays excepted) after it shall have been presented to him, the same shall be a law, in like manner as if he had signed it, unless the Congress by their adjournment prevent its return, in which case it shall not be a law.

3. Every order, resolution, or vote to which the concurrence of the Senate and House of Representatives may be necessary (except on a question of adjournment) shall be presented to the President of the United States; and before the same shall take effect, shall be approved by him, or being disapproved by him, shall be re-passed by two thirds of the Senate and House of Representatives, according to the rules and limitations prescribed in the case of a bill.

Section VIII. Powers granted to Congress

The Congress shall have power:

1. To lay and collect taxes, duties, imposts, and excises, to pay the debts and provide for the common defense and general welfare of the United States; but all duties, imposts, and excises shall be uniform throughout the United States;
2. To borrow money on the credit of the United States;
3. To regulate commerce with foreign nations and among the several States, and with the Indian tribes;
4. To establish an uniform rule of naturalization, and uni-

form laws on the subject of bankruptcies throughout the United States;

5. To coin money, regulate the value thereof, and of foreign coin, and fix the standard of weights and measures;

6. To provide for the punishment of counterfeiting the securities and current coin of the United States;

7. To establish post offices and post roads;

8. To promote the progress of science and useful arts by securing for limited times to authors and inventors the exclusive right to their respective writings and discoveries;

9. To constitute tribunals inferior to the Supreme Court;

10. To define and punish piracies and felonies committed on the high seas and offenses against the law of nations;

11. To declare war, grant letters of marque and reprisal, and make rules concerning captures on land and water;

12. To raise and support armies, but no appropriation of money to that use shall be for a longer term than two years;

13. To provide and maintain a navy;

14. To make rules for the government and regulation of the land and naval forces;

15. To provide for calling forth the militia to execute the laws of the Union, suppress insurrections, and repel invasions;

16. To provide for organizing, arming, and disciplining the militia, and for governing such part of them as may be employed in the service of the United States, reserving to the States respectively the appointment of the officers, and the authority of training the militia according to the discipline prescribed by Congress;

17. To exercise exclusive legislation in all cases whatsoever over such district (not exceeding ten miles square) as may, by cession of particular States and the acceptance of Congress, become the seat of the government of the United States, and to exercise like authority over all places purchased by the consent of the legislature of the State in which

the same shall be, for the erection of forts, magazines, arsenals, dockyards, and other needful buildings; and

18. To make all laws which shall be necessary and proper for carrying into execution the foregoing powers, and all other powers vested by this constitution in the government of the United States, or in any department or officer thereof.

Section IX. Powers denied to the United States

1. [This clause dealt with a temporary condition, and is omitted here.]

2. The privilege of the writ of *habeas corpus*¹ shall not be suspended, unless when in cases of rebellion or invasion the public safety may require it.

3. No bill of attainder² or *ex post facto*³ law shall be passed.

4. No capitation or other direct tax shall be laid, unless in proportion to the census or enumeration hereinbefore directed to be taken.

5. No tax or duty shall be laid on articles exported from any State.

6. No preference shall be given by any regulation of commerce or revenue to the ports of one State over those of another; nor shall vessels bound to or from one State be obliged to enter, clear, or pay duties in another.

7. No money shall be drawn from the treasury but in consequence of appropriations made by law; and a regular statement and account of the receipts and expenditures of all public money shall be published from time to time.

8. No title of nobility shall be granted by the United States; and

¹ *Habeas corpus*. This is a writ, derived from English law, which requires a person who is detained under arrest to be brought into court in order that a ruling may be made as to whether there is sufficient cause for him to be deprived of his liberty.

² *Bill of attainder*. This would compel the forfeiture of a man's lands and property, would deprive him of the right of suing in a court of justice, and would prevent him from enjoying any of the privileges of a free citizen.

³ *Ex post facto law*. A law which would make an act a crime, which was not a crime when performed. Or, a law that would change procedure or evidence in such a way as to put a person already accused of a crime in a worse position at his trial.

no person holding any office of profit or trust under them shall, without the consent of the Congress, accept of any present, emolument, office, or title, of any kind whatever, from any king, prince, or foreign state.

Section X. Powers denied to the individual States

1. No State shall enter into any treaty, alliance, or confederation; grant letters of marque and reprisal; coin money; emit bills of credit; make anything but gold and silver coin a tender in payment of debts; pass any bill of attainder, *ex post facto* law, or law impairing the obligation of contracts, or grant any title of nobility.

2. No State shall, without the consent of the Congress, lay any imposts or duties on imports or exports, except what may be absolutely necessary for executing its inspection laws; and the net produce of all duties and imposts, laid by any State on imports or exports, shall be for the use of the treasury of the United States; and all such laws shall be subject to the revision and control of the Congress.

3. No State shall, without the consent of the Congress, lay any duty of tonnage, keep troops or ships of war in time of peace, enter into any agreement or compact with another State or with a foreign power, or engage in war, unless actually invaded or in such imminent danger as will not admit of delay.

ARTICLE II. EXECUTIVE DEPARTMENT

Section I. President and Vice-President

1. The executive power shall be vested in a President of the United States of America. He shall hold his office during the term of four years, and together with the Vice-President, chosen for the same term, be elected as follows:

2. Each State shall appoint, in such manner as the legislature thereof may direct, a number of electors, equal to the whole number of Senators and Representatives to which the State may be entitled in the Congress; but no Senator or Representative, or person holding an office of trust or profit under the United States, shall be appointed an elector.

3. [The original clause has been superseded by the Twelfth Amendment, page 67.]

4. The Congress may determine the time of choosing the electors and the day on which they shall give their votes, which day shall be the same throughout the United States.

5. No person except a natural born citizen, or a citizen of the United States at the time of the adoption of this constitution, shall be eligible to the office of President; neither shall any person be eligible to that office who shall not have attained to the age of thirty-five years, and been fourteen years a resident within the United States.

6. In case of the removal of the President from office, or of his death, resignation, or inability to discharge the powers and duties of the said office, the same shall devolve on the Vice-President, and the Congress may by law provide for the case of removal, death, resignation, or inability, both of the President and Vice-President, declaring what officer shall then act as President, and such officer shall act accordingly until the disability be removed or a President shall be elected.

7. The President shall, at stated times, receive for his services a compensation, which shall neither be increased nor diminished during the period for which he shall have been elected, and he shall not receive within that period any other emolument from the United States or any of them.

8. Before he enter on the execution of his office he shall take the following oath or affirmation:

“I do solemnly swear (or affirm) that I will faithfully execute the office of President of the United States, and will to the best of my ability preserve, protect, and defend the constitution of the United States.”

Section II. Powers of the President

1. The President shall be commander-in-chief of the army and navy of the United States, and of the militia of the several States when called into the actual service of the United States; he may require the opinion, in writing, of the principal officer in each of the executive departments, upon any subject relat-

ing to the duties of their respective offices, and he shall have power to grant reprieves and pardons for offenses against the United States, except in cases of impeachment.

2. He shall have power, by and with the advice and consent of the Senate, to make treaties, provided two thirds of the Senators present concur; and he shall nominate, and, by and with the advice and consent of the Senate, shall appoint ambassadors, other public ministers and consuls, judges of the Supreme Court, and all other officers of the United States, whose appointments are not herein otherwise provided for, and which shall be established by law; but the Congress may by law vest the appointment of such inferior officers, as they think proper, in the President alone, in the courts of law, or in the heads of departments.

3. The President shall have power to fill up all vacancies that may happen during the recess of the Senate, by granting commissions which shall expire at the end of their next session.

Section III. Duties of the President

He shall from time to time give to the Congress information of the state of the Union, and recommend to their consideration such measures as he shall judge necessary and expedient; he may, on extraordinary occasions, convene both houses, or either of them, and in case of disagreement between them with respect to the time of adjournment, he may adjourn them to such time as he shall think proper; he shall receive ambassadors and other public ministers; he shall take care that the laws be faithfully executed, and shall commission all the officers of the United States.

Section IV. Impeachment

The President, Vice-President, and all civil officers of the United States shall be removed from office on impeachment for and conviction of treason, bribery, or other high crimes and misdemeanors.

ARTICLE III. JUDICIAL DEPARTMENT

Section I. United States Courts

The judicial power of the United States shall be vested in one Supreme Court, and in such inferior courts as the Congress may from time to time ordain and establish. The judges, both of the supreme and inferior courts, shall hold their offices during good behavior, and shall, at stated times, receive for their services a compensation which shall not be diminished during their continuance in office.

Section II. Jurisdiction of the United States Courts

1. The judicial power shall extend to all cases, in law and equity, arising under this constitution, the laws of the United States, and treaties made, or which shall be made, under their authority; to all cases affecting ambassadors, other public ministers, and consuls; to all cases of admiralty and maritime jurisdiction; to controversies to which the United States shall be a party; to controversies between two or more States; between a State and citizens of another State; between citizens of different States; between citizens of the same State claiming lands under grants of different States, and between a State, or the citizens thereof, and foreign States, citizens, or subjects.¹

2. In all cases affecting ambassadors, other public ministers and consuls, and those in which a State shall be a party, the Supreme Court shall have original jurisdiction. In all the other cases before mentioned, the Supreme Court shall have appellate jurisdiction, both as to law and fact, with such exceptions, and under such regulations, as the Congress shall make.

3. The trial of all crimes, except in cases of impeachment, shall be by jury; and such trial shall be held in the State where the said crimes shall have been committed; but when not committed within any State, the trial shall be at such place or places as the Congress may by law have directed.

Section III. Treason

1. Treason against the United States shall consist only in levying war against them, or in adhering to their enemies, giving them

¹ This clause has been amended. See Amendments, Article xi.

aid and comfort. No person shall be convicted of treason unless on the testimony of two witnesses to the same overt act, or on confession in open court.

2. The Congress shall have power to declare the punishment of treason, but no attainder of treason shall work corruption of blood or forfeiture except during the life of the person attainted.

ARTICLE IV. THE STATES AND THE FEDERAL GOVERNMENT

Section I. State authority to be recognized

Full faith and credit shall be given in each State to the public acts, records, and judicial proceedings of every other State. And the Congress may by general laws prescribe the manner in which such acts, records, and proceedings shall be proved, and the effect thereof.

Section II. Privileges of Citizens, etc.

1. The citizens of each State shall be entitled to all privileges and immunities of citizens in the several States.

2. A person charged in any State with treason, felony, or other crime, who shall flee from justice, and be found in another State, shall, on demand of the executive authority of the State from which he fled, be delivered up, to be removed to the State having jurisdiction of the crime.

3. No person held to service or labor in one State, under the laws thereof, escaping into another, shall, in consequence of any law or regulation therein, be discharged from such service or labor, but shall be delivered up on claim of the party to whom such service of labor may be due.¹

Section III. New States and Territories

1. New States may be admitted by the Congress into this Union; but no new State shall be formed or erected within the jurisdiction of any other State; nor any State be formed by the junction of two or more States or parts of States, without the consent of the legislatures of the States concerned as well as of the Congress.

2. The Congress shall have power to dispose of and make all

¹ This clause has been nullified by Amendment XIII, which abolishes slavery.

needful rules and regulations respecting the territory or other property belonging to the United States; and nothing in this constitution shall be so construed as to prejudice any claims of the United States or of any particular State.

Section IV. Guarantees to the States

The United States shall guarantee to every State in this Union a republican form of government, and shall protect each of them against invasion, and on application of the legislature, or of the Executive (when the legislature cannot be convened), against domestic violence.

ARTICLE V. POWER OF AMENDMENT

The Congress, whenever two thirds of both houses shall deem it necessary, shall propose amendments to this constitution, or, on the application of the legislatures of two thirds of the several States, shall call a convention for proposing amendments, which in either case shall be valid to all intents and purposes as part of this constitution, when ratified by the legislatures of three fourths of the several States, or by conventions in three fourths thereof, as the one or the other mode of ratification may be proposed by the Congress, provided that no amendment which may be made prior to the year one thousand eight hundred and eight shall in any manner affect the first and fourth clauses in the ninth section of the first article; and that no State, without its consent, shall be deprived of its equal suffrage in the Senate.

ARTICLE VI. PUBLIC DEBT, SUPREMACY OF THE CONSTITUTION, OATH OF OFFICE, RELIGIOUS TEST

1. All debts contracted and engagements entered into, before the adoption of this constitution, shall be as valid against the United States under this constitution as under the Confederation.

2. This constitution, and the laws of the United States which shall be made in pursuance thereof, and all treaties made, or which shall be made, under the authority of the United States, shall be the supreme law of the land; and the judges in every State shall be bound thereby, anything in the constitution or laws of any State to the contrary notwithstanding.

3. The Senators and Representatives before mentioned, and the members of the several State legislatures, and all executive and judicial officers both of the United States and of the several States, shall be bound by oath or affirmation to support this constitution; but no religious test shall ever be required as a qualification to any office or public trust under the United States.

ARTICLE VII. RATIFICATION OF THE CONSTITUTION

The ratification of the conventions of nine States shall be sufficient for the establishment of this constitution between the States so ratifying the same.

Done in convention by the unanimous consent of the States present, the seventeenth day of September, in the year of our Lord, one thousand seven hundred and eighty-seven, and of the Independence of the United States of America the twelfth. In witness whereof, we have hereunto subscribed our names.

40. Amendments to the Constitution.

The first ten are commonly called the "Bill of Rights."

The first ten Amendments were proposed at the First Session of the First Congress of the United States. They were declared in force December 15, 1791. These Amendments were accompanied by the following explanatory preamble: —

CONGRESS OF THE UNITED STATES, begun and held at the city of New York, on Wednesday, the 4th of March, 1789. The conventions of a number of the States having, at the time of their adopting the Constitution, expressed a desire, in order to prevent misconstruction or abuse of its powers, that further declaratory and restrictive clauses should be added; and as extending the ground of public confidence in the Government will best insure the beneficent ends of its institution.

I. *Freedom of Religion, Speech and the Press: Right of Assembly*

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.

II. *Right to keep and bear Arms*

A well-regulated militia being necessary to the security of a free State, the right of the people to keep and bear arms shall not be infringed.

III. *Quartering of troops, only by Consent*

No soldier shall, in time of peace, be quartered in any house without the consent of the owner, nor in time of war, but in a manner to be prescribed by law.

IV. *Limiting the Right of Search*

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures shall not be violated, and no warrants shall issue but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

V. *Rights of Individuals; Private Property to be respected*

No person shall be held to answer for a capital or otherwise infamous crime, unless on a presentment or indictment of a grand jury, except in cases arising in the land or naval forces, or in the militia, when in actual service in time of war or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use without just compensation.

VI. *Guarantee of Trial by Jury; Rights of Accused Persons*

In all criminal prosecutions the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law,

and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense.

VII. *Rules of the Common Law*

In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury shall be otherwise re-examined in any court of the United States, than according to the rules of the common law.

VIII. *Excessive Bail or Fines and Cruel and Unusual Punishments prohibited*

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

IX. *Rights of the People*

The enumeration in the constitution of certain rights shall not be construed to deny or disparage others retained by the people.

X. *Powers reserved to States and People*

The powers not delegated to the United States by the constitution, nor prohibited by it to the States, are reserved to the States respectively or to the people.

XI. *Limiting the Powers of Federal Courts*

The judicial power of the United States shall not be construed to extend to any suit in law or equity, commenced or prosecuted against one of the United States by citizens of another State, or by citizens or subjects of any foreign state.

XII. *How the President and Vice-President shall be elected*

1. The electors shall meet in their respective States and vote by ballot for President and Vice-President, one of whom, at least,

shall not be an inhabitant of the same State with themselves; they shall name in their ballots the person voted for as President, and in distinct ballots the person voted for as Vice-President, and they shall make distinct lists of all persons voted for as President and of all persons voted for as Vice-President, and of the number of votes for each; which lists they shall sign and certify, and transmit sealed to the seat of the government of the United States, directed to the President of the Senate. The President of the Senate shall, in the presence of the Senate and House of Representatives, open all the certificates and the votes shall then be counted. The person having the greatest number of votes for President shall be the President, if such number be a majority of the whole number of electors appointed; and if no person have such majority, then from the persons having the highest numbers not exceeding three on the list of those voted for as President, the House of Representatives shall choose immediately, by ballot, the President. But in choosing the President the votes shall be taken by States, the representation from each State having one vote; a quorum for this purpose shall consist of a member or members from two thirds of the States, and a majority of all the States shall be necessary to a choice. And if the House of Representatives shall not choose a President whenever the right of choice shall devolve upon them, before the fourth day of March next following, then the Vice-President shall act as President, as in the case of the death or other constitutional disability of the President.

2. The person having the greatest number of votes as Vice-President shall be the Vice-President, if such number be a majority of the whole number of electors appointed; and if no person have a majority, then from the two highest numbers on the list the Senate shall choose the Vice-President; a quorum for the purpose shall consist of two thirds of the whole number of Senators, and a majority of the whole number shall be necessary to a choice.

3. But no person constitutionally ineligible to the office of President shall be eligible to that of Vice-President of the United States.

XIII. *The Abolition of Slavery*

Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted,

shall exist within the United States or any place subject to their jurisdiction.

XIV. *Definition of Citizenship*

1. All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

How Representatives shall be apportioned

2. Representatives shall be apportioned among the several States according to their respective numbers, counting the whole number of persons in each State, excluding Indians not taxed. But when the right to vote at any election for the choice of electors for President and Vice-President of the United States, Representatives in Congress, the executive and judicial officers of a State, or the members of the legislature thereof, is denied to any of the male inhabitants of such State, being twenty-one years of age, and citizens of the United States, or in any way abridged, except for participation in rebellion, or other crime, the basis of representation therein shall be reduced in the proportion which the number of such male citizens shall bear to the whole number of male citizens twenty-one years of age in such State.

[Clauses 3 and 4 bear upon changes resulting from the Civil War, and are omitted here.]

XV. *The Negro admitted to Suffrage*

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude.

XVI. *The Income Tax*

The Congress shall have power to lay and collect taxes on incomes, from whatever source derived, without apportionment

among the several States, and without regard to any census or enumeration.

XVII. *The Direct Election of Senators*

1. The Senate of the United States shall be composed of two Senators from each State, elected by the people thereof, for six years; and each Senator shall have one vote. The electors in each State shall have the qualifications requisite for electors of the most numerous branch of the State legislatures.

2. When vacancies happen in the representation of any State in the Senate, the executive authority of such State shall issue writs of election to fill such vacancies: Provided, that the legislature of any State may empower the executive thereof to make temporary appointments until the people fill the vacancies by election as the legislature may direct.

3. This amendment shall not be so construed as to affect the election or term of any Senator chosen before it becomes valid as part of the Constitution.

XVIII. *The Prohibition of Intoxicating Liquors*¹

1. After one year from the ratification of this article the manufacture, sale, or transportation of intoxicating liquors within, the importation thereof into, or the transportation thereof from the United States and all territory subject to the jurisdiction thereof, for beverage purposes, is hereby prohibited.

2. The Congress and several States have the concurrent power to enforce this article by appropriate legislation.

41. The American's Creed. —

I BELIEVE in the United States of America as a government of the people, by the people, for the people, whose just powers are derived from the consent of the governed; a democracy in a republic; a sovereign nation of many sovereign States, a perfect Union, one and inseparable, established upon those principles of freedom, equality, justice, and humanity for which American patriots sacrificed their lives and fortunes.

¹ This amendment will become effective January 16, 1920.

I therefore believe it is my duty to my country to love it, to support its constitution, to obey its laws, to respect its flag, and to defend it against all enemies.

William Tyler Page

42. Examination questions upon the National Government.¹

What are some of the citizen's duties in national affairs?

Every American should know what the Nation does for the citizen.

He should know what services the citizen is expected to render to the Nation.

He should serve the Nation in these ways: obey the laws of the United States and the State and local laws based upon them; vote intelligently at the election of the President, and of senators and representatives in Congress; take an interest in all the affairs of the United States Government; be prepared to fight in the Army or the Navy in time of war if called upon; know the customs and ideals of his country.

What is the Constitution of the United States?

Who made the Constitution of the United States?

How may the Constitution of the United States be amended (or changed)?

What is the capital city of the United States?

Where does Congress meet?

How is a United States senator elected?

How many United States senators are there?

Who approves the treaties made by the President?

How many representatives in Congress are there from this State?

How are United States representatives elected?

What is the chief executive of the United States called?

Who is the President of the United States? When was he elected?

Name some of the previous Presidents.

Who chooses the President of the United States? How often?

What qualifications does the United States Constitution say the President must have?

What are some of the powers of the President?

Can a naturalized citizen be President of the United States?

¹ Teachers should read the explanation and suggestions regarding examination questions on page 27.

IV. AMERICAN HISTORY

America and the United States

Chapters in History

THE reading of history is one of the best means of developing love of our country. The story of the struggles and sacrifices of American patriots from the earliest days to the present time will give every one a deeper pride in American institutions and a keener desire to do his share in perpetuating them.

We will tell the story in the briefest possible way, and will suggest that the following chapters be supplemented by reading in the books listed in ¶ 131.

We will divide the history of America and the United States into the following sections:

How America was discovered. — How America was colonized. — How the English won America. — How the United States won Independence. — How the Republic of the United States was founded. — How the Nation grew. — How the Union was preserved. — How commerce and industries increased. — How the United States became a world power.

43. How America was discovered.

Who discovered America?

Christopher Columbus, an Italian sailor in the employ of the King and Queen of Spain. He set out on a voyage in 1492 with the plan of reaching India and other wealthy countries of the Far East with which Spain was anxious to trade. His discovery of America was really an accident. When he reached one of the islands lying off the coast, Columbus thought he had reached India. This explains why he called the men he found living on this island by the name "Indians." (Refer to ¶ 62.)

The mainland of North America was reached in 1497 by John Cabot, another Italian sailor, who was in the service of England.

How did America get its name?

Amerigo Vespucci, still another Italian sailor, made a voyage to the "New World" in 1497-98. An account of this voyage by mistake stated that Amerigo was the discoverer of the new continent and gave it the name America.

44. How America was colonized.

What European countries have owned parts of what is now the United States?

(1) Spain, (2) England, (3) France, (4) Holland, (5) Sweden, (6) Russia.

Upon what have they based their claims?

(1) Spain, through the discovery by Columbus and later explorers, gained control of South America, Mexico, Florida, and the land along the Gulf of Mexico. The first permanent white settlement made in the United States was founded by Spaniards at St. Augustine, Florida.

(2) England claimed the Atlantic seacoast of America by reason of its discovery by John Cabot. The first English settlement was at Jamestown, Virginia, in 1607. Another was made at Plymouth, Massachusetts, where the Pilgrims landed in 1620. (Read the Mayflower Compact, ¶ 52.) Later, English colonies were established at other points along the Atlantic Coast.

(3) French explorers discovered the St. Lawrence River, and traveled over the southern part of what is now Canada, and the valley of the Mississippi River. All this area they claimed for France. There were a few settlements made also on the Atlantic seacoast of what is now the United States.

(4) Holland's colonies were located along the Hudson

River. An English sea captain, Henry Hudson, while in the service of Holland, discovered the river which now bears his name. This was the basis of the Dutch claim to territory in what is now New York State.

(5) Sweden established a colony in what is now the State of Delaware, but it was soon taken by the Dutch.

(6) Russia formerly owned the territory of Alaska, which the United States purchased in 1867. (Refer to ¶ 127.)

45. How the English won America.

A series of wars in which these European countries — Spain, England, France, Holland, and Sweden — all became engaged, resulted in fighting between the colonies in America. In the end, England had won all the territory east of the Mississippi River, and the whole of Canada, while Spain held most of the territory west of the Mississippi, and Mexico. The other countries had been driven out of America. This was in 1763. (Russia had not yet entered Alaska.)

46. How the United States won Independence.

What was the War of the Revolution? And why was it fought?

The American War of Independence — or War of the Revolution — was fought between the thirteen united colonies and their mother country, England. It lasted from 1775 to 1783. The King of England had surrounded himself with corrupt and incompetent ministers, and his government not only of the colonies but of England itself was very unjust. The main principles for which the Americans fought were these: (1) That taxation without representation was wrong. (2) That trial by jury should not be suspended. (3) That self-government was needed for the development of the industry and commerce of the colonies.

The colonies issued their Declaration of Independence July 4, 1776. (Refer to ¶¶ 53 and 60.) The war which fol-

lowed resulted in freeing the colonies from English rule and led to reforms in the Government of England itself. At the beginning of the War of the Revolution, the population of the American colonies was about 3,250,000. Of these more than two thirds were of British descent. Other nationalities represented were the French, the German, the Dutch, and the Scandinavian.

Fighters for freedom who came from Europe to assist the colonists in the War of the Revolution were Lafayette from France, and Pulaski and Kosciusko from Poland.

Famous battles of the War of the Revolution were Lexington and Concord, and Bunker Hill. (Refer to ¶¶ 68 and 71.) Victories which had even more to do with the outcome of the war were those which compelled the surrender of the British general Burgoyne at Saratoga, New York, and of Lord Cornwallis, at Yorktown, Virginia. In this last-named victory, the aid of the French, with whom we were now allies, was of very great effect.

By the treaty of peace the United States was given the whole region lying east of the Mississippi River, south of Canada, and north of Florida, which last — including parts of Alabama, of Mississippi, and of Louisiana — had been returned by England to Spain.

47. How the Republic of the United States was founded.

Great American patriots throughout the whole period of winning Independence were George Washington (who became the first President, under the Constitution), John Adams (who had more to do with the adoption of the Declaration of Independence than any other one man), Thomas Jefferson (who drafted the Declaration of Independence), and Benjamin Franklin (who helped arrange the treaty of peace with England). These men, together with Alexander Hamilton and John Marshall, also bore a large part in establishing the Constitution. (Refer to ¶¶ 78, 79, 80, 81, 82.)

The Constitution which created the present United States Government was adopted in 1787. Between 1783 and 1787 a loose "Confederation" between the thirteen colonies had existed, but the need of "a more perfect union" had been felt. (Read the Preamble, ¶ 54.)

The thirteen States which first ratified the Constitution were: Delaware, Pennsylvania, New Jersey, Georgia, Connecticut, Massachusetts, Maryland, South Carolina, New Hampshire, Virginia, New York, North Carolina, and Rhode Island. These were the same that, as colonies, had banded together against England.

From 1812 to 1814, a second war with England was fought. Our victory in this war showed that our country had ceased to be an experiment, and that the United States had grown to be a strong and enduring nation. We proved our ability to defend ourselves and to enforce our rights. Another result of this war was the establishment of a large number of native industries, to manufacture the goods which before this were imported from Europe. Celebrated American victories were the naval battles won by the frigate "Constitution," the battle on Lake Erie, won by Oliver Hazard Perry, and the battle of New Orleans. James Madison was President at this time. (Refer to ¶ 84.)

What is the Monroe Doctrine?

The Monroe Doctrine was proclaimed in 1823. This was named for the President who wrote it. It declares that "The American continents by the free and independent condition which they have assumed and maintain, are henceforth not to be considered as subjects of future colonization by any European powers." This declaration has been respected by the nations of Europe from that time.

48. How the Nation grew.

In 1803, President Jefferson bought from France the Prov-

ince of Louisiana, which had recently been sold to France by Spain. This was one of the most important events in our history. It practically doubled our domain, for it included not only the present State of Louisiana, but a vast region extending north to Canada, bounded by the Mississippi River on the east, and gradually widening toward the northwest until it reached the region of Idaho, Washington, and Oregon, comprising the "Oregon territory" which was still claimed by England. Fur-traders and farmers immediately pushed westward into the new lands, and many immigrants from Europe also settled there.

With our increase in territory, new means of transportation became necessary. Up to this time, horses and wagons on the land, and flatboats upon the rivers, had been the sole means of carrying goods and men into the newly settled regions. New undertakings and inventions now followed. The steamboat was invented in 1807; the Erie Canal was opened in 1825; and soon afterwards the earliest steam railroads were built in various parts of the country. Much of this development was during the administrations of President John Quincy Adams and President Jackson. (Refer to ¶¶ 85 and 86.) Captains Meriwether Lewis and William Clark led the first expedition into the territory of the Louisiana Purchase, in 1803. Later pioneers in our expansion to the west were David Crockett and Christopher Carson.

Florida had been purchased of Spain in 1819. The annexation of the Republic of Texas followed in 1845. In 1848 and 1853, other land was conquered or purchased from Mexico, and in 1846 the Oregon territory was added to the United States domain by treaty with England. In 1867, Alaska, beyond the northwestern corner of Canada, was bought from Russia. Thus our country pushed its frontiers to the Pacific Ocean.

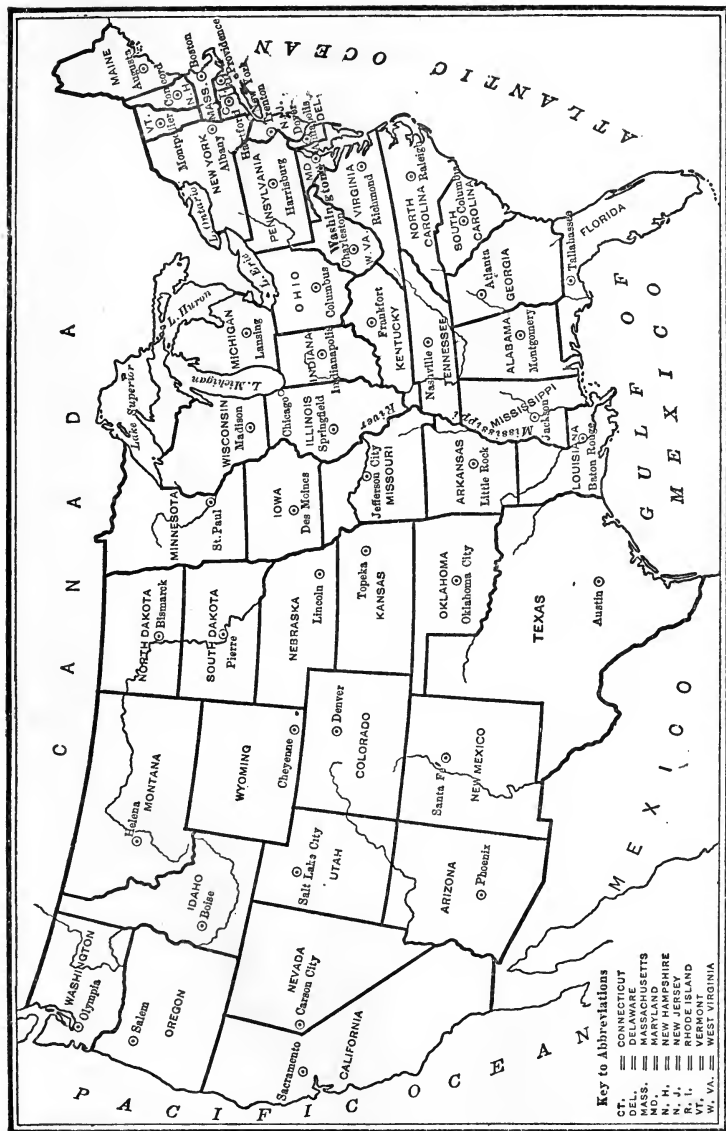
During these years the discovery of gold, silver, and other metals in California and other Western States, and the find-

ing of coal, petroleum, and gas in Pennsylvania and elsewhere began to show the great natural wealth of America. The inventive genius of the people was revealed by their inventing the cotton-gin, the telegraph, the telephone, the sewing-machine, the revolving printing-press, the reaping-machine, the thresher, and many other aids to business and labor.

Robert Fulton, Eli Whitney, S. F. B. Morse, and Elias Howe are among the inventors during this period. (Refer to ¶¶ 94-97 inclusive.)

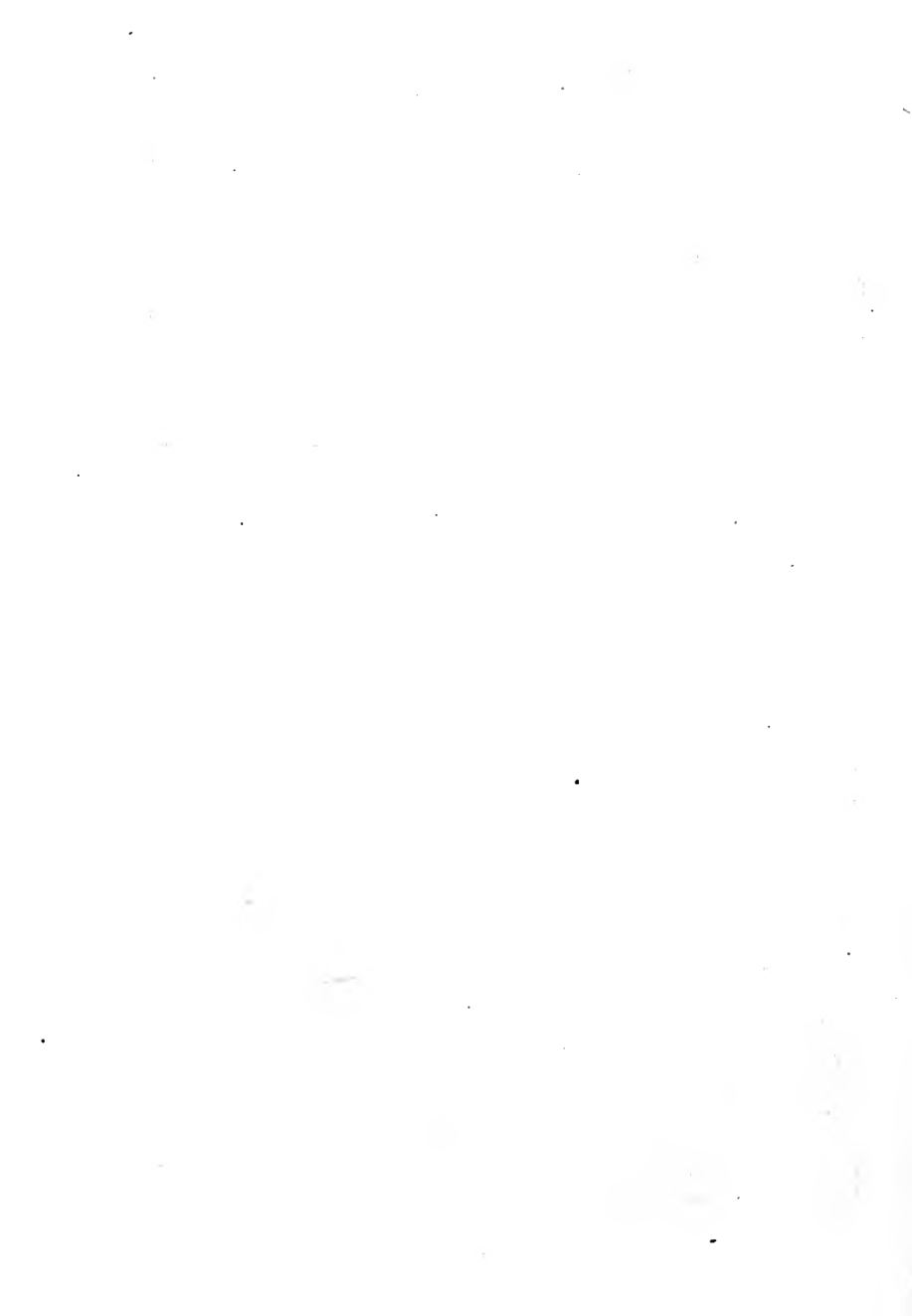
49. How the Union was preserved.

As our country expanded, men living hundreds of miles apart, and working under various conditions, came to feel differently upon public questions. For example, a divergence of opinion arose over slavery. In the South, where cotton-growing was a great industry, the people felt that the labor of negro slaves was necessary to the successful development of the section. In the North, where there was much indoor work, as in factories, men could not understand this feeling. Again, in the North the Union under the Constitution was regarded as not possible of dissolution, and men believed that the rights of States under the Constitution were limited, while in the South the Union was regarded as something which could be dissolved if the interests of any section demanded it; and it was held that each State had the right to determine how far it would obey the National Constitution. In 1861, eleven of the Southern States tried to withdraw from the Union because of these differences of opinion. Abraham Lincoln (¶ 89) was at this time President. The Civil War followed, ending in 1865. It resulted in the overthrow of slavery, and in the reunion of the two sections of the country. The conviction of the whole people came to be that progress could be secured only by union. From the end of this Civil War, which for a time threatened the destruction of the United States, all sections have been drawn closer together;



MAP OF THE UNITED STATES OF AMERICA

(Refer to ¶¶ 126, 127)



and the Constitution has become a document sacred to the entire country.

During the controversy which preceded the Civil War, prominent statesmen were Daniel Webster and Henry Clay. (Refer to ¶¶ 87 and 88.) Whittier and Lowell were among the powerful writers who opposed slavery. (Refer to ¶¶ 108 and 110.)

The decisive battle of the Civil War was fought at Gettysburg, Pennsylvania, July 1-3, 1863. (Read Lincoln's *Gettysburg Address*, ¶ 55.) Great leaders of the North were Ulysses S. Grant and David G. Farragut; of the South, Robert E. Lee. (Refer to ¶¶ 90, 91, and 92.)

50. How commerce and industries increased.

After the Civil War the region west of the Mississippi River developed very rapidly as a section for farming, cattle-raising, mining, and timber-growing. Settlement was aided by greatly increased immigration from Europe. The old canals were little used; great railroads took their place and soon stretched entirely across the continent.

There was progress in the South, also. Cotton-raising became more profitable than ever; the rich soil produced good crops of many sorts; mines of coal and iron ore were opened, and railroads were built. Within twenty-five years, the South had become richer and more prosperous than ever before. And its progress continues to this day.

51. How the United States became a world power.

In 1898, when William McKinley was President, the United States fought a war with Spain. This was due to the cruel Spanish rule of Cuba, which the United States, as Cuba's most powerful neighbor, resented in the interest of humanity. The war resulted in making Cuba a republic. Other colonies of Spain, in Porto Rico and the Philippine Islands, became the property of the United States. (Refer to ¶ 127.)

Until this time our country had owned no distant colonies, and had felt no responsibility for conditions beyond the limits of the American continents. But now, with the duty of governing and educating the inhabitants of our new colonies, came contact with those powers of Europe which had colonies in the Far East near our own. The United States became a "world power," with a share in the responsibility for the peace, comfort, and civilization of the world.

When the Great War broke out in Europe in 1914, the United States Government proclaimed neutrality. Popular sympathy, however, was with the Allies. We sympathized with the Allies because of England, whence came "the laws, the traditions, the standards of life, and the inherent love of liberty" which Americans had made their own; and because of France, who aided us in our War of Independence, and who was the first nation "to follow our lead into republican liberty."

Germany's outrages upon Belgium in the early days of the war, and her later faithless treatment of Russia, inflamed public opinion against her autocratic rulers. Later it became clear from Germany's methods of war that the safety of America herself depended upon our entering the war and helping to crush the Kaiser and his forces. Not only had Germany violated all our rights as neutrals, but she had sought to create trouble for us with Japan, and with Mexico; she had sunk the *Lusitania*, and had begun sinking our own ships in her unrestricted submarine warfare. It became inevitable therefore that the United States must enter the war if democracy was to be preserved for the world, if our own existence as a nation was to be assured, and if the rights of neutrals in time of war were to be enforced.

On April 6, 1917, Congress declared war upon Germany. From that day our every effort was directed to winning the war. The end came soon. The armistice offered to Germany by the nations allied against her was signed November 11, 1918, and on that day President Wilson wrote:

"Everything for which America fought has been accomplished. It will now be our fortunate duty to assist by example, by sober, friendly counsel, and by material aid in the establishment of just democracy throughout the world." (Read ¶ 63.)

Documents illustrating American Liberty

52. The Mayflower Compact.

The Mayflower was the ship that brought to Plymouth, Massachusetts, the little band of English "Pilgrim Fathers" who landed there in November, 1620. Before they set foot on land after their voyage, forty-one of the men of the party drew up and signed the "Mayflower Compact" which established self-government in this New England colony. (Refer to ¶¶ 44 and 73.)

"In the name of God, amen. We whose names are underwritten, the loyal subjects of our dread sovereign Lord King James, by the grace of God of Great Britain, France, and Ireland King, Defender of the Faith, etc., having undertaken, for the glory of God and advancement of the Christian faith and honor of our king and country, a voyage to plant the first colony in the northern parts of Virginia, do by these presents solemnly and mutually, in the presence of God and one of another, covenant and combine ourselves together into a civil body politic, for our better ordering and preservation and furtherance of the ends aforesaid; and by virtue hereof to enact, constitute, and frame such just and equal laws, ordinances, acts, constitutions, and offices from time to time, as shall be thought most meet and convenient for the general good of the Colony, unto which we promise all due submission and obedience. In witness whereof we have hereunder subscribed our names at Cape Cod, the 11th of November, in the year of the reign of our sovereign lord King James, of England, France, and Ireland, the eighteenth and of Scotland the fifty-fourth. Anno Dom. 1620."

The "Mayflower Compact" is the direct forerunner of the Declaration of Independence. It is an expression by the colonists of

their willingness to submit to the governors and form of government that they themselves selected “by common consent.”

53. The Declaration of Independence.

(Refer to ¶¶ 46 and 60.)

In Congress, July 4, 1776. The Unanimous Declaration of the thirteen United States of America.

When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the laws of Nature and of Nature’s God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain inalienable rights, that among these are Life, Liberty, and the pursuit of Happiness. — That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed. — That whenever any Form of Government becomes destructive of these ends, it is the right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles, and organizing its powers in such form, as to them shall seem most likely to affect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shown, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations pursuing invariably the same Object, evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security. Such has been the

patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this let Facts be submitted to a candid world.

He has refused his Assent to Laws, the most wholesome and necessary for the public good.

He has forbidden his Governors to pass Laws of immediate and pressing importance, unless suspended in their operation till his Assent should be obtained; and, when so suspended, he has utterly neglected to attend to them.

He has refused to pass other Laws for the accommodation of large districts of people, unless those people would relinquish the right of Representation in the Legislature, a right inestimable to them, and formidable to tyrants only.

He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their public Records, for the sole purpose of fatiguing them into compliance with his measures.

¶ He has dissolved Representative Houses repeatedly for opposing with manly firmness his invasions on the rights of the people.

He has refused for a long time after such dissolutions to cause others to be elected, whereby the Legislative powers, incapable of Annihilation have returned to the People at large for their exercise, the State remaining, in the meantime, exposed to all the dangers of invasion from without, and convulsions within.

He has endeavoured to prevent the population of these States; for that purpose obstructing the Laws of Naturalization of Foreigners; refusing to pass others to encourage their migrations hither, and raising the conditions of new Appropriations of Lands.

He has obstructed the Administration of Justice by refusing his Assent to Laws for establishing Judiciary powers.

He has made Judges dependent on his Will alone, for the tenure of their offices, and the amount and payment of their salaries.

He has erected a multitude of New Offices, and sent hither

swarms of Officers to harass our people, and eat out their substance.

He has kept among us, in times of peace, Standing Armies without the Consent of our legislatures.

He has affected to render the Military independent of and superior to the Civil power.

He has combined with others to subject us to a jurisdiction foreign to our constitution, and unacknowledged by our laws; giving his Assent to their Acts of pretended Legislation:— For quartering large bodies of armed troops among us:— For protecting them, by a mock Trial from punishment for any Murders which they should commit on the Inhabitants of these States:— For cutting off our trade with all parts of the world:— For imposing Taxes on us without our Consent:— For depriving us in many cases of the benefits of Trial by jury:— For transporting us beyond Seas to be tried for pretended offences:— For abolishing the free System of English Laws in a neighbouring Province, establishing therein an Arbitrary government, and enlarging its Boundaries so as to render it at once an example and fit instrument for introducing the same absolute rule into these Colonies:— For taking away our Charters, abolishing our most valuable Laws, and altering fundamentally the Forms of our Governments:— For suspending our own Legislatures, and declaring themselves invested with power to legislate for us in all cases whatsoever.

He has abdicated Government here by declaring us out of his Protection, and waging war against us:—

He has plundered our seas, ravaged our Coasts, burnt our towns, and destroyed the Lives of our people.

He is at this time transporting large Armies of foreign Mercenaries to compleat the works of death, desolation, and tyranny, already begun with circumstances of cruelty and perfidy scarcely paralleled in the most barbarous ages, and totally unworthy the Head of a civilized nation.

He has excited domestic insurrection among us, and has endeavoured to bring on the inhabitants of our frontiers, the merciless Indian Savages, whose known rule of warfare, is an undistinguished destruction of all ages, sexes and conditions.

He has constrained our fellow citizens taken Captive on the

high Seas, to bear arms against their Country, to become the executioners of their friends and Brethren, or to fall themselves by their Hands.

In every stage of these Oppressions We have Petitioned for Redress in the most humble terms: Our repeated Petitions have been answered only by repeated injuries.

A Prince whose character is thus marked by every act which may define a Tyrant, is unfit to be the ruler of a free people.

Nor have We been wanting in attentions to our British brethren. We have warned them from time to time of attempts by their legislature to extend an unwarrantable jurisdiction over us. We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and magnanimity and we have conjured them by the ties of our common kindred to disavow these usurpations which would inevitably interrupt our connection and correspondence. They too have been deaf to the voice of justice and of consanguinity. We must therefore acquiesce in the necessity which denounces our separation and hold them, as we hold the rest of mankind, Enemies in War, in Peace Friends.

We therefore, the Representatives of the United States of America, in General Congress Assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly publish and declare, that these United Colonies are and of Right ought to be Free and Independent States; that they are Absolved from all allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved; and that as Free and Independent states, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do.

And for the support of this Declaration, with a firm reliance on the protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes, and our Sacred Honor.

The Declaration of Independence is the direct descendant of the Mayflower Compact. It is the protest of the people of the thirteen united colonies against submitting to a government in which they had no representation — to governors selected without their consent.

54. The Preamble to the Constitution of the United States.

Every American citizen should learn this by heart. (Refer to ¶¶ 39 and 47.)

WE, the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquillity, provide for the common defence, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.

This preamble states the purposes for which the government of the United States was established, and for which it still exists.

55. President Lincoln's Address at Gettysburg.

This address is the most famous American oration. It was delivered at the dedication of the National Cemetery on the battlefield of Gettysburg. (Refer to ¶ 49.)

“Fourscore and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field as a final resting-place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this. But in a larger sense we cannot dedicate, we cannot consecrate, we cannot hallow this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The

world will little note, nor long remember, what we say here, but it can never forget what they did here. It is for us the living, rather to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us, that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion; that we here highly resolve that these dead shall not have died in vain; — that this nation, under God, shall have a new birth of freedom, — and that government of the people, by the people, for the people, shall not perish from the earth.”

The opening sentence refers back to the Declaration of Independence. In this address by President Lincoln, the government of the United States is for the first time described as a “government of the people, by the people, for the people.” This principle has been the foundation of American government since the Mayflower Compact. President Lincoln’s expression of it has become one of the most famous phrases in American literature.

56. Examination Questions upon History.¹

Who discovered America?

What country claimed the land Columbus discovered?

What countries in Europe at some time owned parts of what is now the United States?

Name the thirteen original States.

Describe the United States flag. (Refer to ¶ 112.)

What do the stripes stand for? The stars?

How many stars in the flag?

What was the Revolutionary War?

Why was the Revolutionary War fought?

Who was George Washington?

What was the Civil War?

Why was the Civil War fought?

¹ Teachers should read the explanation and suggestions regarding examination questions on page 27.

Who was Abraham Lincoln?

Why did the United States make war upon Spain?

Why did the United States enter the war against Germany?

The Nation's Holidays and Historic Anniversaries

“A Nation's Holidays are the best index to its History, its Character, and its Aspirations.”

I. Holidays generally observed

On these days business is commonly suspended, and there is usually some form of public observation.

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| <p>Jan. 1. New Year's Day — All States except Kansas.</p> <p>Jan. 19. Lee's Birthday — Ala., Ark., Fla., Ga., N.C., S.C., and Va. (called Lee-Jackson Day).</p> <p>Feb. 12. Lincoln's Birthday — Ariz., Cal., Colo., Conn., Del., Ill., Ind., Iowa, Kans., Minn., Mont., N.J., N.Mex., N.Y., N.Dak., Pa., S.Dak., Utah, Wash., W.Va., and Wis.</p> <p>Feb. 22. Washington's Birthday — All States.</p> <p>March 4. (1917, and every fourth year thereafter) — Inauguration Day — District of Columbia.</p> <p>April 19. Patriots' Day — Maine and Massachusetts.</p> <p>May 30. Memorial or Decoration Day — All States except Ala., Ark., Fla., Ga., La., Miss., N.Mex. (usually observed), N.C., Okla., S.C., and Tex.</p> <p>July 4. Independence Day — All States.</p> <p>Sept. — (first Monday). — Labor Day — All States.</p> | <p>Oct. 12. Columbus Day — Ala., Ariz., Ark., Cal., Colo., Conn., Del., Idaho, Ill., Ind., Ky., Mass., Md., Me. (School Holiday), Mich., Mo., Mont., Neb., Nev., N.H., N.J., N.Mex., N.Y., O., Okla., Ore., Pa., R.I., Tex., Vt., Wash., and W.Va.</p> <p>Nov. 4 (first Tuesday, after first Monday). General Election Day — All States except Ala., Ark., Conn., D.C., Ga., Idaho, Kans., Ky., Mass., Miss., Neb., N.Mex., N.C., Ohio, Utah, and Vt.</p> <p>Nov. 27 (last Thursday). Thanksgiving Day — All States.</p> <p>Dec. 25. Christmas Day — All States.</p> <p>Arbor Day (variable). Ariz., Colo., Maine, Neb., N.Dak., R.I., Utah, and Wyo.; observed in schools of many other States.</p> <p>Special Local Holidays. In some States, State Election Day, Primary Election Day, etc., are also observed as holidays.</p> |
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There are several other holidays, more or less local in character, observed in certain of the States.

57. New Year's Day — January 1.

"Let the American youth never forget that they possess a noble inheritance, bought by the toils and sufferings and blood of their ancestors; and capable, if wisely improved and faithfully guarded, of transmitting to their latest posterity all the substantial blessings of life, the peaceful enjoyment of liberty, property, religion, and independence.

"The structure has been erected by architects of consummate skill and fidelity; its foundations are solid; its compartments are beautiful as well as useful; its arrangements are full of wisdom and order; and its defences are impregnable from without. It has been reared for immortality, if the work of man may justly aspire to such a title. It may, nevertheless, perish in an hour by the folly or corruption or negligence of its only keepers, **THE PEOPLE**.

"Republics are created by the virtue, public spirit, and intelligence of the citizens. They fall when the wise are banished from the public councils because they dare to be honest; and when the profligate are rewarded because they flatter the people in order to betray them." — *Joseph Story*.

58. Washington's Birthday — February 22.

George Washington was born in Virginia, February 22, 1732. He received an elementary-school education, and then began life as a surveyor. When the French and Indian wars broke out, he commanded the Virginia troops of the English colonists. His career as an Indian fighter led to his election to the Virginia Legislature. On July 2, 1775, a few days after the battle of Bunker Hill, Washington was placed in command of the American army, and served as commander-in-chief throughout the war of the Revolution. After peace was made with England in 1783, Washington resigned his command and retired to Mount Vernon, his famous country estate in Virginia. In 1787, he was chosen President of the Constitutional Convention. In 1789, Washington was elected, without opposition, the first President of the United States. He was unanimously reelected in 1793. He declined a third term in 1796. He died in 1799, shortly after retiring to private life at Mount Vernon. (Refer to ¶ 79.)

"What is it to be an American? . . . Is it not to believe in America and in the American people? Is it not to have an abiding and moving faith in the future and in the destiny of America? — some-

thing above and beyond the patriotism and love which every man whose soul is not dead within him feels for the land of his birth? Is it not to be national and not sectional, independent and not colonial? Is it not to have a high conception of what this great new country should be, and to follow out that ideal with loyalty and truth?

"Has any man in our history fulfilled these conditions more perfectly and completely than George Washington? Has any man ever lived who served the American people more faithfully, or with a higher and truer conception of the destiny and possibilities of the country?" — *Henry Cabot Lodge*.

59. Memorial Day — May 30.

(*In several of the Southern States the day is observed on other dates.*)

During the years 1861-1865 the Civil War between the Northern and Southern States of the United States was fought. (¶ 49.) This war has now long been over and the passions which it raised have been buried. The courage and heroic deeds of both sides are recognized as the common property of us all, the heritage and the glory of a prosperous and patriotic people.

Memorial Day is the occasion for decorating the graves of the soldiers who died in the Civil War. It is therefore sometimes called "Decoration Day."

"Decoration Day is the most beautiful of our national holidays.

"The observance is unmarked by that disorder and confusion common enough with our people in their holiday moods. The earlier sorrow has faded out of the hour, leaving a softened solemnity. It quickly ceased to be simply a local commemoration.

"There is a beautiful significance in the fact that, two years after the close of the war, the women of Columbus, Mississippi, laid their offerings alike on Northern and Southern graves. When all is said, the great Nation has but one heart." — *Thomas Bailey Aldrich*.

(Read Finch's *The Blue and the Gray*.)

60. Independence Day — July 4.

"On the Fourth Day of July, 1776, the representatives of the United States of America, in Congress assembled, declared that 'these Colonies are, and ought to be, free and independent States.' . . .

"This anniversary animates and gladdens all American hearts. On other days of the year we may be party men, indulging in controversies more or less important to the public good. We may have likes and dislikes, and we may maintain our political differences, often with warm, and sometimes with angry feelings. But to-day we are Americans all; and all, nothing but Americans. . . .

"Every man's heart swells within him. Every man's port and bearing becomes somewhat more proud and lofty as he remembers that the great inheritance of Liberty is still his, — his, undiminished and unimpaired; his, in all its original glory; his to enjoy, his to protect, his to transmit to future generations." — *Daniel Webster*.

(Refer to ¶ 46. Read the Declaration of Independence, ¶ 53.)

61. Labor Day — September —.

The first Monday in September is the only holiday established by Act of Congress. In 1894 a bill was passed making it a legal public holiday, and naming it "Labor's Holiday."

"Labor is one of the great elements of society — the great substantial interest on which we all stand. Not feudal service, or predial toil, or the irksome drudgery by one race of mankind subjected to another, but labor, intelligent, manly, independent, thinking and acting for itself, earning its own wages, accumulating those wages into capital, educating childhood, maintaining worship, claiming the right of elective franchise, and helping to uphold the great fabric of the State. That is American labor, and all my sympathies are with it." — *Daniel Webster*.

62. Columbus Day — October 12.

After the death of Columbus, the real greatness of his deed came to be understood. Men then realized that he had overcome obstacles supposed by others to be insurmountable; and that in breaking the barriers of superstition and fear, he had not only doubled the size of the known world, but had set before mankind a splendid example of courage and perseverance. From the time of Columbus to the present, America has always attracted men who possess pluck, ambition, and brains. (Refer to ¶ 43. Read Moores' *Life of Columbus*, and Miller's, Lowell's, and Clough's poems, each entitled "Columbus.")

63. Thanksgiving Day — November —.

The first Thanksgiving Day was celebrated by the English colonists at Plymouth, Massachusetts, in 1621, after the gathering of their first harvest. In later years, the settlers in various other colonies occasionally set aside a day of thanksgiving for unusual prosperity, or for relief from adversity. In New England, after the Revolution, there came to be one regular annual observation of a day for this purpose. The first national day of Thanksgiving was proclaimed by President Washington in 1795. The custom did not become a national one until after the Civil War, when our country had come to a new sense of unity. For nearly sixty years past, it has been the custom for the President to issue an annual proclamation appointing the last Thursday in the month of November as a day of thanks and praise to God. Similar proclamations are issued by the governors of the several States.

On November 11, 1918, there was signed the armistice bringing to an end the Great War which had been raging since 1914. The rejoicing felt by the Nation at the victorious end of the war was reflected in President Wilson's Thanksgiving Proclamation which was in part as follows:

"It has long been our custom to turn in the Autumn of the year in praise and thanksgiving to Almighty God for His many blessings and mercies to us as a nation. This year we have special and moving cause to be grateful and to rejoice. God has in his good pleasure given us peace. It has not come as a mere cessation of arms, a relief from the strain and tragedy of war. It has come as a great triumph of Right. Complete victory has brought us, not peace alone, but the confident promise of a new day as well, in which justice shall replace force and jealous intrigue among the nations. Our gallant armies have participated in a triumph which is not marred or stained by any purpose of selfish aggression. In a righteous cause they have won immortal glory and have nobly served their nation in serving mankind. God has indeed been gracious. We have cause for such rejoicing as revives and strengthens in us all the best traditions of our national history. A new day shines about us, in which our hearts take new courage and look forward with new hope to new and greater duties.

"While we render thanks for these things, let us not forget to seek the Divine guidance in the performance of those duties, and Divine mercy and forgiveness for all errors of act or purpose, and pray that in all that we do we shall strengthen the ties of friend-

ship and mutual respect upon which we must assist to build the new structure of peace and good-will among the nations." (Refer to ¶¶ 51.)

64. Christmas Day — December 25.

Christmas is observed throughout the Christian world in commemoration of the birth of Christ. England is the country from which most of our Christmas customs come, but Sweden, Norway, Denmark, Poland, Russia, and Germany have contributed certain features to American festivities in different sections of the country.

"Amidst the general call to happiness, the bustle of the spirits and stir of the affections, which prevail at this period, what bosom can remain insensible? It is indeed the season of regenerated feeling — the season for kindling not merely the fire of hospitality in the hall, but the genial flame of charity in the heart. He who can turn churlishly away from contemplating the felicity of his fellow-beings and can sit down repining in loneliness, when all around is joyful, wants the genial and social sympathies which constitute the charm of a merry Christmas." — *Washington Irving*.

II. Historic Anniversaries

In some States, certain of these days are legal holidays.

65. Lee's Birthday — January 19.

Robert E. Lee was the general in command of the armies of the Confederates (the South) in the Civil War. He was born in Virginia in 1807, a son of "Light-horse Harry" Lee, of Revolutionary fame. He was a lieutenant-colonel in the United States Army when Virginia withdrew from the Union, and was opposed to secession, but he felt it his duty to follow his State. General Lee was a man of the highest and purest character, passionately fond of his State, one of the most skillful soldiers of history, and greatly beloved by all Southern people. After Lee surrendered, at the close of the Civil War, he said to the people of the South, "Recollect that we form one country now. . . . Make your sons Americans." These words have since that time been to thousands of Southerners a trumpet call to patriotism. (Refer to ¶¶ 49 and 92.)

66. Lincoln's Birthday — February 12.

Abraham Lincoln was born February 12, 1809, in Kentucky. When he was seven years old the family moved to Indiana; but in his twenty-

first year they left that State on foot, with an ox team, and emigrated two hundred miles westward to central Illinois. His parents were poor, hard-working pioneers, and the boy was obliged to begin earning his own way as soon as possible. At eight years of age he could chop wood for the household, and as a young man he split fence rails for a living. He was six feet four inches tall, and of enormous strength; and he needed it all in the vigorous out-of-door life which he then led. He was a constant reader of the few books to be obtained in the neighborhood, and in 1834 he began the study of law in Springfield. Twelve years later this frontier lawyer had become one of the leading men in Illinois and was elected to Congress.

He was inaugurated President on March 4, 1861, and in April the long-threatened Civil War broke out. Lincoln was reelected President in 1864 and in the following April was assassinated by a fanatic. At his death, the South realized that she, like the North, had lost her best friend. Lincoln will ever be regarded in history as the savior of his country — one of the greatest of Americans. Stanton, his Secretary of War, said that he was "the most perfect ruler of men the world has ever seen."

"His occupying the chair of State was a triumph of the good-sense of mankind, and of the public conscience. This middle-class country had got a middle-class President, at last. Yes, in manners and sympathies, but not in powers, for his powers were superior. This man grew according to the need. His mind mastered the problem of the day; and, as the problem grew, so did his comprehension of it. Rarely was man so fitted to the event. In the midst of fear and jealousies, in the Babel of counsels and parties, this man wrought incessantly with all his might and all his honesty, laboring to find what the people wanted, and how to obtain that. It cannot be said there is any exaggeration of his worth. If ever a man was fairly tested he was. . . .

"Then, what an occasion was the whirlwind of the war. Here was place for no holiday magistrate, no fair-weather sailor; the new pilot was hurried to the helm in a tornado. In four years, — four years of battle-days, — his endurance, his fertility of resource, his magnanimity, were sorely tried and never found wanting. There, by his courage, his justice, his even temper, his fertile counsel, his humanity, he stood a heroic figure in the centre of a heroic epoch. He is the true history of the American people in his time." — *Ralph Waldo Emerson*.

(Refer to ¶¶ 49 and 89. Read Lincoln's *Gettysburg Speech*, ¶ 55.)

67. Inauguration Day — March 4.

Every four years a new President of the United States is inaugurated. The oath that he takes is as follows:

"I do solemnly swear (or affirm) that I will faithfully execute the office of President of the United States, and will to the best of my ability, preserve, protect and defend the Constitution of the United States." (Refer to page 60.)

The spirit of the promise thus given by the chief citizen of our Republic is exactly the same as that contained in the oath taken by each of our foreign-born when he is admitted into citizenship:

"I hereby declare on oath . . . that I will support and defend the Constitution and laws of the United States of America against all enemies, foreign and domestic, and that I will bear true faith and allegiance to the same." (Refer to page 20.)

(Read Gilder's *Inauguration Day*.)

68. Patriots' Day — April 19.

At Lexington and Concord, Massachusetts, on April 19, 1775, occurred skirmishes between the British troops and the "minute-men" of the colonists, so called because they held themselves in readiness to respond at a minute's call to arms. This was the opening clash of the War of the Revolution, and was brought about by the attempts of the British to seize and imprison two of the most active of the American leaders, and also to destroy the arms and ammunition which the colonists had collected in order to equip their militia for any emergency. The severity of the British rule had long been resented by the Americans; yet before April 19, 1775, there was little idea of armed resistance, and "no whisper of a disposition," as Jefferson said afterwards, "to separate from Great Britain."

At Lexington and Concord, however, the colonists showed that they would fight for their rights. And they harassed the British troops constantly when they sought to retreat to Boston. There was no true "battle," but the skirmishes have become famous in history as showing the pluck and determination of the Americans. Paul Revere's ride was incident to the fighting, since he had early notice of the plan of the British to make their raid, and galloped ahead of them to rouse the minute-men. (Refer to ¶ 46.)

(Read Longfellow's poem *Paul Revere's Ride*, and Emerson's *Concord Hymn*.)

69. Arbor Day — April —.

The date of Arbor Day varies in different States, but in all the purpose of the day is the same; namely to teach our people the value of trees, and to encourage their planting. The day is appointed by proclamation of

the governor. Frequently trees are planted in memory of some great statesman.

"When we plant a tree, we are doing what we can to make our planet a more wholesome and happier dwelling-place for those who come after us if not for ourselves." — *Oliver Wendell Holmes*.

"The reckless and wanton destruction of forests has ruined some of the richest countries on earth. Syria and Asia Minor, Palestine, and the north of Africa were once far more populous than they are at present. They were once lands 'flowing with milk and honey,' according to the picturesque language of the Bible, but are now in many places reduced to dust and ashes. Why is there this melancholy change? Why have deserts replaced cities? It is mainly owing to the ruthless destruction of the trees, which has involved that of nations." — *Lubbock*.

70. Flag Day — June 14.

The Stars and Stripes were formally adopted by Congress as our national flag on June 14, 1777, almost exactly two years after the Battle of Bunker Hill. "Flag Day" is in commemoration of this event. (Refer to ¶¶ 112, 113, and 71.)

"Is it any wonder that the old soldier loves the flag under whose folds he fought and for which his comrades shed so much blood? He loves it for what it is and for what it represents. It embodies the purposes and history of the Government itself. It records the achievements of its defenders upon land and sea. It heralds the heroism and sacrifices of our Revolutionary fathers who planted free government on this continent and dedicated it to liberty forever. It attests the struggles of our army and the valor of our citizens in all the wars of the Republic. It has been sanctified by the blood of our best and our bravest. It records the achievements of Washington and the martyrdom of Lincoln. It has been bathed in the tears of a sorrowing people. It has been glorified in the hearts of a freedom-loving people, not only at home but in every part of the world.

"Our flag expresses more than any other flag; it means more than any other national emblem. It expresses the will of a free people, and proclaims that they are supreme and that they acknowledge no earthly sovereign but themselves. It never was assaulted that thousands did not rise up to smite the assailant. Glorious old banner!" — *William McKinley*.

(Read Bennett's *The Flag goes by*.)

71. Bunker Hill Day — June 17.

The Battle of Bunker Hill was fought in Charlestown, near Boston, Massachusetts, on June 17, 1775. There was a British army in Boston,

and its commander wished to seize the heights surrounding the city in order the better to repel attacks. The Americans, however, succeeded in building a redoubt upon a hill near Bunker Hill before the British could do so. When the British regular soldiers assaulted the redoubt, the Americans — although undisciplined farmers and militiamen — received them with so hot and accurate a fire that the British were twice driven down the hill with heavy loss. But in the end, through lack of ammunition, the colonists were driven from their redoubt and forced to leave the hill to the British. Thus the battle was in result a victory for the British. Yet its moral effect was greatly to encourage the Americans. It showed that the Americans could withstand troops who had seen hard fighting in Europe. Hearing of the battle, George Washington asked if the militia had stood up to the fire of the British, and when he was told how they had behaved, "Thank God!" he exclaimed, "the liberties of the country are safe." A ruler wiser than King George III of England would have felt after this battle that brave men like the Americans deserved better government than they were receiving. But the English king, who was really a German by descent, was willing to make no concessions. For seven years, therefore, the fighting went on and in the end, aided by an alliance with France, the United States won by force not only their natural rights, but also their independence. (Refer to ¶ 46.)

(Read Fiske's *The War of Independence*, Holmes's *Grandmother's Story of Bunker Hill Battle*, and Lowell's *Under the Old Elm*.)

72. Election Day — November —.

The following stanzas from Whittier's poem, "The Poor Voter on Election Day," suggest the equality of opportunity for service in the cause of good government which the day offers to all citizens. Election day is observed as a holiday only in certain States. (Refer to ¶ 20.)

"The proudest now is but my peer,
The highest not more high;
To-day, of all the weary year,
A king of men am I.
To-day alike are great and small,
The nameless and the known;
My palace is the people's hall,
The ballot-box my throne!

"Who serves to-day upon the list
Beside the served shall stand;
Alike the brown and wrinkled fist,
The gloved and dainty hand!

The rich is level with the poor,
 The weak is strong to-day;
 And sleekest broadcloth counts no more
 Than homespun frock of gray.

“To-day let pomp and vain pretence
 My stubborn right abide;
 I set a plain man’s common sense
 Against the pedant’s pride.
 To-day shall simple manhood try
 The strength of gold and land;
 The wide world has not wealth to buy
 The power in my right hand!”

73. Forefathers’ Day — December 22.

The twenty-second day of December is observed by New Englanders as the anniversary of the landing of the Pilgrim Fathers at Plymouth, Massachusetts in 1620. These men left England in order that they might find freedom in matters of religion and government. The significance of “Forefathers’ Day” lies not so much in the mere anniversary that it celebrates as in the fact that from 1620 until the present time men have been finding a refuge in our country from oppression in foreign lands. Those who are coming to America to-day will become the forefathers of other generations; they must see to it that the blessings of political and religious liberty are permanently preserved. (Refer to ¶¶ 44 and 52.)

(Read Mrs. Hemans’s *The Landing of the Pilgrim Fathers*.)

74. National and Racial Holidays.

New Americans enjoy telling about the customs of their native countries; and it is of advantage to all races to know something of the history and the heroes of other lands. As a means of interesting the people of one country in those of another, and as a starting point for conversation in the classroom, the United States Bureau of Education has prepared the following list of the most generally recognized holidays of each of the principal nationalities and races represented in the United States.

Belgium — July 21, “Independence Day.” (Independence from Holland secured in 1831.)

Denmark — June 5, “Constitution Day.” (Signed in 1849.)

England — First Monday in August, “Bank Day.” (Also other “Bank Holidays.”)

France — July 14, “Bastille Day.”

Greece — April 7, “Independence Day.”

Italy — September 20, "Italy Day."
(Complete unification of Italy.)

Netherlands — August 31, "Queen's
Birthday."

Norway — May 17, "Independence Day."

Portugal — October 5, "Republic Day."

Russia — "Easter" or "Christmas."

Serbia — June 28, "Kossovo Day." (An-
niversary of Battle of Kossovo, 1389.)

Sweden — November 6, "Gustavus
Adolphus Day."

Spain — May 17, "King's Birthday."

Switzerland — August 1, "Federation
Day."

Czecho-Slovak — July 6, "Martyrdom of
Jan Huss Day."

Hebrew — April (or March), "Passover."

Irish — March 17, "St. Patrick's
Day."

Jugo-Slav — June 28, "Kossovo Day."
(Anniversary of Battle of Kossovo,
1389.)

Lithuanian — March 4, "King Casimir
Day." (Patron of Lithuanians.)

Mexican — September 16, "Independ-
ence Day." (Independence gained in
1810.)

Polish — May 3, "Constitution Day."

V. OUR COUNTRY'S HERITAGE

75. Sayings of Abraham Lincoln. (Refer to ¶¶ 49, 89.)

Learn the laws and obey them.

Revolutionize through the ballot box.

No man is good enough to govern another man without that other's consent.

It has been said of the world's history hitherto that "might makes right"; it is for us and for our times to reverse the maxim, and to show that right makes might.

This government is expressly charged with the duty of providing for the general welfare.

Our government rests in public opinion. Whoever can change public opinion can change the government.

With public sentiment, nothing can fail; without it, nothing can succeed.

This country, with all its institutions, belongs to the people who inhabit it.

Workingmen are the basis of all governments.

Whatever is calculated to improve the condition of the honest, struggling, laboring man, I am for that thing.

No men living are more worthy to be trusted than those who toil up from poverty — none less inclined to take, or touch aught which they have not honestly earned.

You can fool some of the people all of the time, or all of the people some of the time; but you can't fool all of the people all of the time.

76. A great citizen.

Next after Washington and Lincoln, the great American citizen whom new American citizens should know best, is Benjamin Franklin. (Refer to ¶ 78.) Like Lincoln he illustrates what it is possible for a man in America to make of himself without any of the advantages of birth.

Lincoln may well have had Franklin in mind when he remarked, "Gold is good in its place, but brave and patriotic men are better than gold." Washington wrote Franklin a

letter in which he said: "If to be venerated for benevolence, if to be admired for talent, if to be esteemed for patriotism, if to be beloved for philanthropy, can gratify the human mind, you must have the pleasing consolation to know that you have not lived in vain."

As a patriot, none surpassed Franklin. He lived at the time of the American Revolution. He was active in uniting the colonies for the war, arranged the treaty of alliance with France (without which we could hardly have won independence), served on the commission that arranged our treaty of peace with England, and helped draft the Constitution of the United States.

His spirit of patriotism arose from his love of the people. Like Lincoln, who was born about one hundred years after him, Franklin was himself one of the "plain people." Born in Boston, he went as a young man to Philadelphia where he arrived with only a dollar in his pocket; but six years later he owned his own printing office and newspaper.

From the fortune that he made in later years, he set aside money to establish the Franklin Institute in Boston, which exists to this day and where any one may learn the electrical trade. Because of his habits of thrift, many banks have found it appropriate to take the name "The Franklin Bank."

"Franklin's inborn ambition was the noblest of all ambitions: to be of practical use to the multitude of men. The chief motive of his life was to promote the welfare of mankind. — Every moment which he could snatch from enforced occupations was devoted to doing, devising, or suggesting something advantageous more or less generally to men. . . . His desire was to see the community prosperous, comfortable, happy, advancing in the accumulation of money and of all physical goods, but not to the point of luxury; it was by no means the pile of dollars which was his end, and he did not care to see many men rich, but rather to see all men well to do." — *Bancroft*.

Here are a few of Franklin's wise sayings: ¹

The use of money is all the advantage there is in having money.

For \$6 a year you may have use of \$100, if you are a man of known prudence and honesty.

He that spends a dime a day idly, spends idly above \$30 a year, which is the price of using \$500.

He that wastes idly a dime's worth of his time per day, one day with another, wastes the privilege of using \$500 each day.

He that idly loses a dollar's worth of time, loses a dollar, and might as prudently throw a dollar into the river.

He that loses a dollar, not only loses that sum, but all the other advantage that might be made by turning it in dealing, which, by the time a young man becomes old, amounts to a comfortable bag of money.

Again, he that sells upon credit, asks a price for what he sells equivalent to the principal and interest of his money for the time he is like to be kept out of it; — therefore,

He that buys upon credit pays interest for what he buys,

And he that pays ready money, might let that money out to use; so that

He that possesses any thing he has bought, pays interest for the use of it.

Consider then, when you are tempted to buy any unnecessary household stuff, or any superfluous thing, whether you will be willing to pay *interest*, and *interest upon interest* for it as long as you live, and more if it grows worse by using it.

Yet, in buying goods, 't is best to pay ready money, because,

He that sells upon credit, expects to lose 5 per cent by bad debts; therefore he charges on all he sells upon credit, an advance that shall make up that deficiency.

Those who pay for what they buy upon credit, pay their share of this advance.

He that pays ready money, escapes, or may escape, that charge.

The Art of getting Riches consists very much in THRIFT. All Men are not equally qualified for getting Money, but it is in the Power of everyone alike to practise this Virtue. . . .

Beware of little Expenses, a small leak will sink a great ship.

¹ Franklin's expression of money values has been modernized in this version.



Benjamin Franklin

BENJAMIN FRANKLIN

A great American citizen
(Refer to ¶¶ 76 and 78)

A portrait by the French artist Duplessis



George Washington

GEORGE WASHINGTON

First President of the United States
(Refer to ¶¶ 47, 58, and 79)

A portrait by the American artist Gilbert Stuart

TO THE
ASSISTANT

Leaders of the People

Statesmen.

77. "The American ideal, as it has come down to us from the fathers, is a lofty one. Washington, Franklin, and Jefferson set the standard of unflinching service for others. Abraham Lincoln revealed the same spirit in a later day. Courage in the face of difficulties, loyalty to truth, sympathy and courtesy, industry and reverence to God and to one's fellow-men — these have been American ideals since the time when the solitary Mayflower crossed the sea." — *Fanny E. Coe.*

78. Benjamin Franklin. Born in Massachusetts, 1706. Died 1790. He was one of the earliest to urge union of the colonies prior to the War of the Revolution. He served the United States on many important missions to Europe. Our friendship with France rests largely on foundations laid by Franklin. (Refer to ¶¶ 75. Read Franklin's *Autobiography* and the biography by P. E. More.)

79. George Washington. Born in Virginia, 1732. Died 1799. Commander-in-chief of the American armies in the War of the Revolution. First President of the United States, 1789-1797. (Refer to ¶¶ 47 and 58.) In Washington's Farewell Address to the American People, delivered when he retired from the Presidency, are these words: "Promote, then, as an object of primary importance, institutions for the general diffusion of knowledge. Of all dispositions and habits which lead to political prosperity, religion and morality are indispensable supports. . . . Observe good faith and justice toward all nations. Cultivate peace and harmony with all. Religion and morality enjoin this conduct; and can it be that good policy does not equally enjoin it? It will be worthy of a free, enlightened, and, at no distant period, a great nation to give to mankind the magnanimous and too novel example of a people always guided by an exalted justice and benevo-

lence.” (Read the biography by H. E. Scudder. Refer to ¶ 58.)

80. Alexander Hamilton. Born in the West Indies, 1757. Died 1804. Throughout an active public career, but chiefly as Secretary of the Treasury under Washington, Hamilton rendered services to the country greater than almost any man in our history, with the exception of Washington and Lincoln. (Read the biography by C. A. Conant.)

81. John Adams. Born in Massachusetts, 1735. Died 1826. Second President of the United States, 1796-1800. Like Washington, Franklin, and Jefferson, Adams was a leader of the colonies both before and during the War of the Revolution. Afterward, he helped in making treaties with several European nations. Of our country Adams said: “As a government so popular can be supported only by universal knowledge and virtue, it is the duty of all ranks to promote the means of education as well as true religion, purity of manners, and integrity of life.”

82. Thomas Jefferson. Born in Virginia, 1743. Died 1826. Third President of the United States, 1801-1809. He drafted the Declaration of Independence (refer to ¶ 53) and later, as President, showed how thoroughly he believed in the principle “that all men are created equal.” He was devoted to the welfare of the people whose “inalienable rights” include “life, liberty, and the pursuit of happiness.” (Read the biography by H. C. Merwin.)

83. John Marshall. Born in Virginia, 1755. Died 1835. In 1801, Marshall was made Chief Justice of the United States. His decisions in great measure established and determined the constitutional law of our land. He sought truth and justice for their own sake. (Read the biography by J. B. Thayer.)

84. James Madison. Born in Virginia, 1751. Died 1836. Fourth President of the United States, 1809-1817. Like Washington, Franklin, and Hamilton, Madison was a member

of the Constitutional Convention. (Refer to ¶¶ 32 and 47.) His administration as President was marked by the opening of the territory of the Louisiana Purchase to settlers, the establishment of the first trading posts on the Pacific Ocean, and the beginning of immigration from Europe on a large scale.

85. John Quincy Adams. Son of John Adams. Born in Massachusetts, 1767. Died 1848. Sixth President of the United States, 1825-1829. The foundations of our friendship with England were laid by John Quincy Adams. He had much to do with the establishment, in this country, of the right to petition. (Read the story in Lodge and Roosevelt's *Hero Tales from American History*.)

86. Andrew Jackson. Born in North Carolina, 1767. Died 1845. Seventh President of the United States, 1829-1837. From the time of Jackson, the people in the mass came into power in the government. During Jackson's administration began the new industrial era, — with canals, farm machinery, steamboats, railroads, and ocean steamships. (Refer to ¶ 48.) This caused an increase of population in the new Western States, and bound the whole country together industrially. It also gave the people a new understanding of what it meant to be a nation. Jackson was one of the first statesmen to insist upon our Federal Union. "It must be preserved," said he. A few years later Webster echoed his words in his famous phrase, "Liberty and Union, now and forever, one and inseparable." (Read the biography by W. G. Brown.)

87. Daniel Webster. Born in New Hampshire, 1782. Died 1852. In the years preceding the Civil War, there was much difference of opinion between the North and the South upon the question as to how far the National Constitution was binding upon the individual States. Webster defined the Constitution as the supreme law of the Nation, since it was "the people's Constitution, the people's government: made

for the people: made by the people: and answerable to the people." It was not "the creature of State Legislatures"; it was "the independent offspring of popular will." (Read the biography by S. W. McCall.)

88. Henry Clay. Born in Virginia, 1777. Died 1852. Various compromise measures devised by Clay helped for some years to postpone the conflict over slavery between the North and the South, which finally proved inevitable. Clay's most prominent characteristic was his love for the *whole* country. "He repeatedly declares in his letters that on crossing the ocean to serve in a foreign land every tie of party was forgotten, and he knew himself only as an American." — *Bancroft*.

89. Abraham Lincoln. Born in Kentucky, 1809. Died 1865. The sixteenth President of the United States, 1861-1865 (period of the Civil War). (Refer to ¶¶ 49, 55, and 74.) After his election as President and just before the breaking out of the Civil War, Lincoln made a speech in which were these words: "In all trying positions in which I shall be placed, and doubtless I shall be placed in many such, my reliance will be placed upon you, the people of the United States; and I wish you to remember, now and forever, that it is your business, and not mine; that if the union of these states and the liberties shall be lost, it is but little to any one man of fifty-two years of age, but a great deal to the thirty millions of people who inhabit these United States, and to their posterity in all coming time. It is your business to rise up and preserve the Union and liberty for yourselves and not for me. I appeal to you again to constantly bear in mind that not with politicians, not with Presidents, not with office-seekers, but with you, is the question: Shall the Union and shall the liberties of this country be preserved to the latest generations?" Later he said — and the guiding spirit of his life appears in these words: "With malice toward none, with firmness in the right as God gives us to see the right,

let us strive on to finish the work we are in." (Read the biography by C. W. Moores, and the essays by Carl Schurz and Ralph Waldo Emerson.)

Soldiers and sailors.

90. Ulysses Simpson Grant. Born in Ohio, 1822. Died 1885. Eighteenth President of the United States, 1868-1876. He was the commanding general on the Union side (the North) in the Civil War. (Refer to ¶ 49.) His war career made him President. (Read the biography by W. Allen.)

91. David Glasgow Farragut. Born in Tennessee, 1801. Died 1870. He was the son of a Spaniard who emigrated to America in 1776 and fought with the colonists against the English in the War of the Revolution. He became a commander of Union naval forces in the Civil War and in reward for very brilliant services was made admiral of the navy in 1866. Here is a stirring message from Farragut: "As to being prepared for defeat, I certainly am not. Any man who is prepared for defeat would be half defeated before he commenced. I hope for success, shall do all in my power to secure it, and trust to God for the rest."

92. Robert Edward Lee. Born in Virginia, 1807. Died 1870. Son of an American general in the War of the Revolution. He became the leader of the Confederate (Southern) armies in the Civil War. (Refer to ¶¶ 49 and 65.) After the war, Lee became President of Washington College in Virginia. This college was named for George Washington, who had given it a sum of money. After General Lee's death, the name was changed to Washington and Lee University, in recognition of Lee's services to the reunited country and to the cause of education in the South after the Civil War. (Refer to ¶ 49.) "Duty," said Lee, "is the sublimest word in our language. Do your duty in all things. You cannot do more. You should never wish to do less." (Read the biography by J. G. and M. Hamilton.)

Explorers.

93. **Daniel Boone.** Born in Pennsylvania, 1735. Died 1820. A famous pioneer who through his explorations in Kentucky and Missouri (beginning in 1769) first made this region known to settlers from Virginia and other neighboring colonies. (Read the chapter upon Boone in Tappan's *American Hero Stories*.) His career was typical of the early days of our country.

Inventors.

94. **Robert Fulton.** Born in Pennsylvania, 1765. Died 1815. In 1797 Fulton experimented in France with a submarine torpedo boat. In America, in 1807, he produced the first successful steamboat, the *Clermont*. "To direct the genius and resources of our country to useful improvements," said Fulton, "to the sciences, the arts, education, the amendment of the public mind and morals, in such pursuits lie real honor and the nation's glory."

95. **Eli Whitney.** Born in Massachusetts, 1765. Died 1825. In 1792 Whitney invented the cotton-gin, a machine to separate the seed from the cotton in the cotton boll. In twelve years, his invention made it possible to increase the amount of cotton exported from less than 200,000 pounds to more than 40,000,000 pounds. "What Peter the Great did to make Russia dominant, Eli Whitney's invention of the cotton-gin has more than equalled in its relation to the power and the progress of the United States." — *Macaulay*.

96. **Samuel F. B. Morse.** Born in Massachusetts, 1791. Died 1872. In 1837 Morse invented the electric telegraph and attempted without success to secure patents from England, France, and Russia. In 1844, the Congress of the United States voted him an appropriation, and the first telegraph line, between Baltimore and Washington, was put into successful operation. In 1858, representatives of Aus-

tria, Belgium, France, Holland, Russia, Sweden, Turkey, and other countries united in conferring honors upon the inventor.

97. Elias Howe. Born in Massachusetts, 1819. Died 1867. About 1843 Howe commenced working out his ideas for a practical sewing machine. He overcame the obstacles of poverty, of failure to secure the backing of capitalists and of having his ideas stolen; but eventually he made a fortune from his invention, and received a gold medal and the cross of the Legion of Honor at the Paris Exposition of 1867.

Philanthropists and reformers.

98. Peter Cooper. Born in New York, 1791. Died 1883. He founded "Cooper Union," an institution in New York City for the industrial education of working people. "Money and efforts expended for the general good," said Cooper, "are a better paying investment than any possible expenditure for personal gratification." (Read the biography by R. W. Raymond.)

99. George Peabody. Born in Massachusetts, 1795. Died 1869. In America, Peabody established libraries and museums, and endowed schools and colleges. He aided particularly the cause of education in the South. "Looking forward beyond my stay on earth," said he, "I see our country becoming richer and more powerful. But to make her prosperity more than superficial, her moral and intellectual development should keep pace with her material growth." In England, he contributed large sums of money to the better housing of the poor.

100. Frances E. Willard. Born in New York, 1839. Died 1898. A temperance reformer, and an editor and author. The Woman's Christian Temperance Union is a monument to her activities. She was one of the organizers of the Prohibition Party. As a result of her efforts and the efforts of

her associates and successors, public sentiment was so aroused as eventually to lead to the prohibition of intoxicating liquor in the entire country, through the 18th Amendment to the Constitution, ratified January 16, 1919. (Refer to page 70.)

Educators.

101. Horace Mann. Born in Massachusetts, 1796. Died 1859. A leader in matters pertaining to education and charities. Notable among his writings are the *Lectures upon Education*, which have also been published in France. Mann said: "The common school is the greatest discovery ever made by man. It is supereminent in its universality and in the timeliness of the aid it proffers. . . . The common school can train up children on the elements of all good knowledge, and of virtue."

Authors.

(All of these authors are represented in the Riverside Literature Series, published by Houghton Mifflin Company.)

102. Washington Irving. Born in New York, 1783. Died 1859. An essayist upon English, Spanish, and American themes. (Read *Rip Van Winkle*.) He became minister to Spain, and was later attached to the legation in London. Other literary men who in later years represented the United States in various countries of Europe were Hawthorne and Lowell. (Read the biography by H. W. Boynton.)

103. James Fenimore Cooper. Born in New Jersey, 1789. Died 1851. An early American novelist. His historical romances reflect the spirit of the young American nation. (Read *The Spy*, *The Prairie*, *The Last of the Mohicans*, and *The Pilot*.) Cooper's work has been compared to Sir Walter Scott's.

104. William Cullen Bryant. Born in Massachusetts, 1794. Died 1878. For more than fifty years, Bryant was the most

prominent American poet. His poem, *O Mother of a Mighty Race*, is prophetic of the greatness of our people and our country.

105. Ralph Waldo Emerson. Born in Massachusetts, 1803. Died 1882. One of the most representative American essayists. (Read *Essays* and *Representative Men*.)

106. Nathaniel Hawthorne. Born in Massachusetts, 1804. Died 1864. A novelist who wrote largely about the Puritan colonists in America. (Read *Twice-Told Tales*, *The Scarlet Letter*, *The House of the Seven Gables*, and *The Marble Faun*, the last a romance of Italy.)

107. Henry Wadsworth Longfellow. Born in Maine, 1807. Died 1882. "The household poet" of America. He is the poet of the whole people, the most widely known and best beloved of all American authors. Not only did Longfellow write many poems of our own country, but he translated many from the literature of a dozen or more European countries. (Read *Hiawatha*, *Evangeline*, *The Courtship of Miles Standish*, *The Builders*, *The Warden of the Cinque Ports*, *The Bells of San Blas*, *The White Czar*, *Tales of a Wayside Inn*.) A famous stanza of Longfellow's is this:

"The heights by great men reached and kept
Were not attained by sudden flight.
But they, while their companions slept,
Were toiling upward in the night."

108. John Greenleaf Whittier. Born in Massachusetts, 1807. Died 1892. Most of his poems deal with the plain men and women and the home life of New England. Among Americans he is regarded much as the Scotchmen regard Burns. His work is full of the rugged spirit of American manhood. (Read *Snow-Bound*, *Among the Hills*, *Voices of Freedom*, *The Tent on the Beach*.)

109. Oliver Wendell Holmes. Born in Massachusetts, 1809. Died 1894. His work presents the true type of Amer-

ican humor, that is a humor filled with understanding, kindness, and sympathy. (Read *The Deacon's Masterpiece*, and *The Autocrat of the Breakfast-Table*.)

110. James Russell Lowell. Born in Massachusetts, 1819. Died 1891. At home Lowell strove diligently to shape the destiny of his country by his writings; and in Europe he endeavored to explain American ideals in Spain and England, to which countries he was sent as United States minister. (Read *Poems*, *Democracy*, *Political Essays*, and *Among my Books*.)

III. Books by or about foreign-born Americans.

Both foreign-born and native citizens will find inspiration in reading the following biographies and other writings of foreign-born men and women, who have found in America the opportunity to make careers for themselves and who have recorded their appreciation.¹

The Making of an American, How the Other Half Lives, Out of Mulberry Street, by Jacob A. Riis, a Dane who became a newspaper reporter and an important worker for social and civic betterment in New York. - *New York Times* - N.Y.

A Far Journey, and *My Father's House*, by Rev. Abraham M. Rihbany, a Syrian who has become a well-known New England clergyman.

The Promised Land, and *The Stranger within our Gates*, by Mary Antin, a Russian Jewess who records her great debt to the American public school.

The Schoolmaster of a Great City, by Angelo Patri, a New York public school principal.

Reminiscences, by Carl Schurz, a German revolutionist who escaped in 1848, became a Union general in our Civil War, senator from Missouri, minister to Spain, and Secretary of the Interior.

From the Bottom Up, by Alexander Irvine, an Irish laborer who became a clergyman and reformer.

Joseph Pulitzer, by Alleyne Ireland, the biography of an Austrian who became proprietor of the New York World.

¹ *Teaching American Ideals through Literature.* (U.S. Department of the Interior.)

Michael Heilprin and His Sons, by Gustav Pollak, the life of a Polish Jew and his sons who attained distinction as scientists.

Louis Agassiz, His Life and Correspondence, by Elizabeth C. Agassiz, the life of a Swiss who became a famous teacher of science at Harvard.

Threading My Way, by Robert Dale Owen, a Welshman who came to Indiana with his father to found a coöperative commonwealth and became a Congressman and an important worker for American education.

From Alien to Citizen and Introducing the American, by Edward A. Steiner, an Austrian who became a patriotic religious teacher.

The Life and Times of Stephen Girard, by John B. McMaster, the biography of a Frenchman of the eighteenth century who became a distinguished merchant and philanthropist in Philadelphia.

1. *Franklin D. Roosevelt*

2.

VI. THE AMERICAN FLAG

112. The Stars and Stripes.

Before the War of the Revolution, the thirteen colonies, which later formed the United States, had several different flags: for example, the Massachusetts flag bore the pine tree and the flag of South Carolina a rattlesnake; New York's flag was white with a black beaver on it; Rhode Island had a white flag with a blue anchor; and so on. So many flags used in the army under the command of George Washington made much confusion. Finally, a flag was produced of thirteen stripes, alternately red and white, with the red and white crosses of the British flag on a blue ground in the upper left-hand corner. This flag was used from January, 1776, for about a year.

In May, 1777, the American Congress appointed a committee to design a new flag. This committee, of whom George Washington was one, called on Betsy Ross who kept an upholstery shop in Philadelphia, and asked her to make a flag like the design they showed her. In this new flag a circle of thirteen white stars was placed on the blue field in place of the British crosses. For the rest of the flag the thirteen red and white stripes were kept. Betsy Ross made the first flag of this design and, on June 14, 1777, it was adopted as the official flag of the United States.

The plan was to add a stripe and also a star as often as a new State was admitted to the Union; but when the flag had come to contain eighteen stripes it was seen that adding to the number of stripes would make the flag lack in dignity. Therefore, in 1818, when it would have been necessary to have twenty-one stripes, it was decided to return to the original thirteen stripes, the symbols of the thirteen colonies, but to continue to add a star for each new State. At this time also it was decided to arrange the stars in rows instead of a circle, and this new arrangement holds at the present day. From that time to this a star has been added to the flag on the 4th of July following the admission of each State that has joined the Union. Under this plan the flag which in 1776 had

thirteen stars, had fifteen in the War of 1812, thirty-five in the Civil War, forty-five in the Spanish War, and forty-eight in the Great War against Germany. (Refer to ¶ 70.)

113. How to behave toward the Flag.¹

The flag should not be hoisted before sunrise nor allowed to remain up after sunset. It should be displayed from a staff or pole whenever possible.

When the flag is hung vertically (so it can be viewed from one side only) the blue field should be at the right as one faces it. When hung horizontally the field should be at the left, in the same position as it would be if attached to a staff.

The flag should never be allowed to touch the ground when being hoisted or lowered. Its folds should float freely and should be cleared at once whenever caught.

The flag should be saluted by all present while being hoisted or lowered, and when it is passing on parade or in review the spectator should rise if sitting, halt if walking, and standing at "attention," salute with the right hand in all cases, except that a man in civilian dress and wearing his hat, should remove his hat and hold it opposite his left shoulder with his right hand.

In placing the flag at half-mast it should first be hoisted to the top of the staff and then lowered to position; and preliminary to lowering from half-mast, it should be raised again to the top. On Memorial Day the flag should fly at half-mast from sunrise to noon, and at full mast from noon till sunset.

When the flag is carried in parade with any other flags the American flag should have the place of honor, at the right. If a number of flags are carried, the American flag should either precede the others or be carried in the center above the others on a higher staff.

¹ Based in part upon paragraphs in *School Patriotism*, published by the Minnesota Department of Education.

If a foreigner wishes to raise the flag of his nationality in this country he must raise the flag of the United States above it — never below it.

The flag should never be draped, but always arranged to hang in straight lines. It should not be used as a cover for a table, desk, or box. Nothing should ever be placed upon the flag.

When clusters and draping of colors are desired, bunting or cloth should be used, but never the flag.

The flag should not be used as the whole or a part of a costume and when worn as a badge it should be small and pinned over the left breast or to the left collar lapel.

Neither the flag nor a picture of it should be used for any advertising purposes whatever; nor as toys, fans, parasols, paper napkins, or sofa cushions.

It is unlawful to trample upon, mutilate, or otherwise treat the flag with insult or contempt; or to attach to it any inscription or object whatever. When old or soiled from use it should be decently burned.

When the “Star-Spangled Banner” is played, all persons within hearing should rise and stand, head uncovered. The playing of it as a part of a medley is prohibited and it should never be played as an exit march.

It is becoming the practice throughout the country to display the national flag on all patriotic occasions, especially on the following days:

Lincoln's Birthday,	February 12
Washington's Birthday,	February 22
Mothers' Day,	Second Sunday in May
Memorial Day,	May 30
Flag Day,	June 14
Independence Day,	July 4

In certain localities other special days are observed in the same manner.

114. A Pledge of allegiance to the Flag.

“I pledge allegiance to my FLAG and to the Republic for which it stands, one nation indivisible, with liberty and justice for all.”

VII. OUR NATIONAL HYMNS

115. The Star-Spangled Banner¹

FRANCIS SCOTT KEY
(1780-1843)

JOHN STAFFORD SMITH
(1750-1838)

With spirit (♩ = 104)

1. Oh, say! can you see by the dawn's ear - ly light, What so proud - ly we
 2. On the shore, dim - ly seen thro' the mists of the deep, Where the foe's haugh - ty
 3. Oh, thus be it 'ev - er when free - men shall stand Be - tween their loved

hail'd at the twi-light's last gleam - ing, Whose broad stripes and bright stars, thro' the per - il - ous
 host in dread si - lence re - pos - es, What is that which the breeze, o'er the tow - er - ing
 homes and the war's des - o - la - tion! Blest with vic - t'ry and peace, may the heav'n-res - cued

fight, O'er the ram - parts we watch'd were so gal - lant - ly stream - ing? And the rock - et's red
 steep, As it fit - ful - ly blows, half con - ceals, half dis - clos - es? Now it catch - es the
 land Praise the Pow'r that hath made and pre - served us a na - tion! Then con - quer we

¹ Service Version. By permission of Oliver Ditson Company, Boston.

glare, the bombs burst-ing in air, Gave proof thro' the night that our flag was still there.
gleam of the morn-ing's first beam, In full glo - ry re - flect-ed now - shines on the stream.
must, when our cause it is just, And this be our mot-to: "In - God is our Trust!"

Oh, - say, does that Star-span-gled Ban-ner yet - wave - O'er the
'Tis the Star-span-gled Ban-ner, oh, long may it - wave - O'er the
And the Star-span-gled Ban-ner in tri-umph shall wave - O'er the

land - of the free and the home of the brave?
land - of the free and the home of the brave!
land - of the free and the home of the brave!

116. America

Samuel Francis Smith.

Moderato.

Unknown.

(Afr: God Save the King.)

mf

1. My coun - try, 'tis of thee, Sweet land of lib - er - ty,
 2. My na - tive coun - try, thee—Land of the no - ble free—
 3. Let mu - sic swell the breeze, And ring from all the trees
 4. Our fa - thers' God, to Thee, Au - thor of lib - er - ty,

mf

f

Of thee I sing; Land where my fa - thers died, Land of the
 Thy name I love; I love thy rocks and rills, Thy woods and
 Sweet free-dom's song; Let mor - tal tongues a-wake; Let all that
 To Thee we sing; Long may our land be bright With free-dom's

f

Pil-grim's pride; From ev - 'ry mountain side, Let free-dom ring.
 tem - pled hills; My heart with rap - ture thrills, Like that a - bove.
 breathe partake; Let rocks their si - lence break—The sound pro - long.
 ho - ly light: Pro - tect us by Thy might, Great God, our King.

VIII. AMERICAN IDEALS

117. America.¹

"The faith of America is faith in God and man. She believes in brotherhood and opportunity. She believes in justice and mercy.

"America has received from all races. She gives to all races. One bond binds all races together in her citizenship. It is the bond of loyalty. To be an American is to love America; to believe in America; to serve America. To be an American is to live by the American ideals of freedom, honor, and service." — *Sara Cone Bryant*.

118. The Land of Freedom.²

"America is called 'The Land of Freedom.' That means that a man here is free to worship God as he pleases, but he must respect the right of others to worship God as they please. He is free to earn his living in the way he likes best, but not in a way that will hurt other people's health, comfort or morals, and not in a way that will prevent them from earning their living as they like best. He is free to have and to use property, but not in such a way as to interfere with equally free use by others of their property. He is free to be happy, but not to interfere with the happiness of others.

"American Freedom gives us precious rights for which humanity has been struggling through the centuries. But only those are worthy of those rights, who realize that it imposes upon us equally great duties. That is what American Democracy means: Duties with Rights! And the first duty

¹ From *I Am an American*.

² From *Immigrant's Guide to the United States*, published by Immigrant Publication Society, Inc. Quoted by courtesy of the author.

of American citizenship is obedience to the law." — *John Foster Carr.*

119. The Meeting-place of all Peoples.

"Remember that in this land of ours all the races, all the peoples, all the faiths of the world, are being brought together and are being fused into one great and indivisible whole, as if to prove that, if men will but come near enough together to know one another, whatever their nationality, their race, their religion, hatred and ill-will and prejudice and all uncharitableness are sure to pass away. Herein let America pioneer. Our country seems destined in the Providence of God to be the meeting-place of all the peoples, to be the world's experimental station in brotherhood — all of us learning that other nations are not barbarians, that other races are not inferior, that other faiths are not Godless."

Stephen S. Wise,

Rabbi of the Free Synagogue, New York City.

120. American Liberty.

"In America all men are civilly and politically equal; all have the same rights; all wield the same arm of defense and of conquest — the suffrage; and the sole condition of rights and of power is simple manhood.

"... The divine gift of liberty is God's recognition of man's greatness and man's dignity. In liberty lie the sweetness of life and the power of growth. The loss of liberty is the loss of light and sunshine, the loss of life's best portion. Under the spell of heavenly memories, humanity has ceased to dream of liberty, and to aspire to its possession. Now and then, here and there, liberty had for a moment caressed humanity's brow. But not until the Republic of the West was born, not until the Star-Spangled Banner rose toward the skies, was liberty caught up in humanity's embrace and embodied in a great and abiding nation.

“In America the government takes from the liberty of the citizen only so much as is necessary for the weal of the nation. In America there are no masters who govern in their own right, for their own interest, or at their own will. We have over us no Bourbon saying, ‘*L’état, c’est moi*’; no Hohenzollern proclaiming that in his acts as sovereign he is responsible only to his conscience and to God. Ours is the government of the people, by the people, and for the people. Government is our own organized will.

“In America, rights begin with, and go upward from, the people. In other countries, even in those which are apparently the most free, rights begin with, and come downward from, the State; the rights of citizens, the rights of the people, are concessions which have been wrested from the governing powers.

“In America, whenever the government does not prove its grant, the liberty of the individual citizen remains intact. Elsewhere there are governments called republics; there, too, universal suffrage establishes the State; but once established, the State is tyrannous and arbitrary; invades at will private rights and curtails at will individual liberty. One republic only is liberty’s native home — America.”

*John Ireland,
Archbishop of St. Paul.*

121. Creed for Americans.

“I wish to be kind, just, intelligent, diligent and happy, and to persuade others to help me so to be; because I know that in so far as I succeed I shall help my country to be generous, law-abiding, prosperous and progressive; a country in which every one may find so much pleasure as his own nature permits him to earn and to enjoy.

“If my country does wrong, I shall oppose it in that wrong. If any try to injure it, I shall oppose them and if need be I shall fight them.

"I believe that we are and should continue united in the task of making every one each day more nearly equal before our laws, our customs, and our opinions, and in giving to every one every day greater freedom in thought and speech and action; all to the end that all may work together in harmony and in mutual aid to make this a still more desirable dwelling-place for a gentle, intelligent and industrious people." — *John Cotton Dana*.

122. Every new American citizen can do something to aid his adopted country.

He can contribute his labor, not only because the man who works helps himself, but because he contributes to the common welfare of the nation.

He can offer his life if an emergency arises, as in the Great War just ended.

He can explain to his fellow citizens the benefits that he has obtained from the civilization of his own country. The citizens of America are one and all the descendants of immigrants, and they must never lose their sympathy with the things that are best in other lands. Every country has its national heroes, men whose ideals and deeds may well inspire the people of America. Sobieski, Kossuth, Marco Bozzaris, Kosciuszko, John Huss, Garibaldi, Mazzini and Cavour, to mention only a few, should be familiar to all Americans. And, of course, the best way for these men to be introduced to our people is through their fellow countrymen.

America believes in the unlimited possibilities of common humanity. She believes that her immigrants, once emancipated from any burdens of the past, and newly established in a society both just and democratic, will contribute much to the spirit and the meaning of American institutions. Every people of Europe has in its music, its art, its literature, its handicrafts, or its folk-lore, something which should be

added to American civilization. And America appeals to her new citizens to do all that they can to fuse these things into a distinctively American civilization.

123. Pledge of the Athenian youths.

From ancient Greece comes this pledge. Its spirit deserves to be perpetuated as a foundation for the service of each American citizen to-day, not only to his city, but also to his State and to the Nation:

"We will never bring disgrace to this our city, by any act of dishonesty or cowardice, nor ever desert our comrades; we will fight for the ideals and sacred things of the city, both alone and with many; we will revere and obey the city laws, and do our best to incite a like respect and reverence in others; we will strive unceasingly to quicken the public's sense of civic duty; that thus in all these ways, we may transmit this city, greater, better, and more beautiful than it was transmitted to us."

124. The New Citizen's Pledge.

FOR THE HONOR OF MY FATHERLAND, I will be loyal to my new country — my own America!

"AMERICA IS OPPORTUNITY" — the Land of the Free and the Home of the Brave.

FREEDOM DOES NOT MEAN MY OWN SELFISH ADVANTAGE.

It means an equal chance; fairness to all.

IT IS NOT BRAVE to seek my own success at the expense or burden of my fellow citizens. True bravery is always fair. Special privilege is unfair, un-American.

THAT I MAY BE LOYAL TO AMERICA, I will live according to American ideals.

I WILL OBEY THE LAW: America is a Republic, where Law is King; a government of the people, under the law, for the general welfare. Each citizen must be loyal, or

popular government fails in him. Every lawbreaker is a traitor to his government, and a burden to his fellows.

I WILL CHERISH MY HOME: The loyal American, in everyday living, takes good care of his family; keeps his home clean and healthful; is true to his daily task; lives within his means; pays his bills promptly; has regard for his own character; and is a good neighbor.

AS A CITIZEN, I WILL THINK FIRST OF THE PUBLIC GOOD: I will deal honestly and fairly with my fellow men, and I will not, knowingly, do aught to injure any one. I will hold my right to vote as sacred, and will cast my ballot at each election for those men and measures I deem best for the city, State and nation.

I REVERENCE THE GOD OF MY FATHERS: Faith in God has ever been the inspiration of the patriot. From Columbus, the discoverer, to the present day, our great American leaders have been men of faith. Every American court instills the prayer, "So help me God!" America stands for religious liberty, and thereby comes a broader, deeper faith; for inevitably, the Brotherhood of man, foundation thought of the Republic, leads to the Fatherhood of God.

Author unknown.

APPENDIX

125. The Presidents of the United States

<i>President</i>	<i>Nominated by</i>	<i>Years of service</i>
George Washington.....	People as a whole.....	1789-1797
John Adams.....	Federalists.....	1797-1801
Thomas Jefferson.....	Democratic-Republicans.....	1801-1809
James Madison.....	Democratic-Republicans.....	1809-1817
James Monroe.....	Democratic-Republicans.....	1817-1825
John Quincy Adams.....	National-Republicans.....	1825-1829
Andrew Jackson.....	Democrats.....	1829-1837
Martin Van Buren.....	Democrats.....	1837-1841
William Henry Harrison.....	Whigs.....	1841 (one month)
John Tyler.....	Whigs.....	1841-1845
James K. Polk.....	Democrats.....	1845-1849
Zachary Taylor.....	Whigs.....	1849-1850
Millard Fillmore.....	Whigs.....	1850-1853
Franklin Pierce.....	Democrats.....	1853-1857
James Buchanan.....	Democrats.....	1857-1861
Abraham Lincoln.....	Republicans.....	1861-1865
Andrew Johnson.....	Republicans.....	1865-1869
Ulysses S. Grant.....	Republicans.....	1869-1877
Rutherford B. Hayes.....	Republicans.....	1877-1881
James A. Garfield.....	Republicans.....	1881 (six months)
Chester A. Arthur.....	Republicans.....	1881-1885
Grover Cleveland.....	Democrats.....	1885-1889
Benjamin Harrison.....	Republicans.....	1889-1893
Grover Cleveland.....	Democrats.....	1893-1897
William McKinley.....	Republicans.....	1897-1901
Theodore Roosevelt.....	Republicans.....	1901-1909
William H. Taft.....	Republicans.....	1909-1913
Woodrow Wilson.....	Democrats.....	1913-

126. The States of the Union

The largest cities of the United States are marked thus *

NEW ENGLAND STATES

<i>State</i>	<i>Abbreviated Form</i>	<i>Capital</i>	<i>Chief City</i>
Maine	Me.	Augusta	Portland
New Hampshire	N.H.	Concord	Manchester
Vermont	Vt.	Montpelier	Burlington
Massachusetts	Mass.	Boston	*Boston
Rhode Island	R.I.	Providence	*Providence
Connecticut	Conn.	Hartford	New Haven

CENTRAL ATLANTIC STATES

New York	N.Y.	Albany	*New York, *Buffalo and *Rochester
Pennsylvania	Pa.	Harrisburg	*Philadelphia and *Pittsburg
New Jersey	N.J.	Trenton	*Newark and *Jersey City
Delaware	Del.	Dover	Wilmington
Maryland	Md.	Annapolis	*Baltimore

SOUTHERN STATES

Eastern Division

Virginia	Va.	Richmond	Richmond
West Virginia	W.Va.	Charleston	Wheeling
Tennessee	Tenn.	Nashville	Memphis
North Carolina	N.C.	Raleigh	Wilmington
South Carolina	S.C.	Columbia	Charleston
Georgia	Ga.	Atlanta	Atlanta
Florida	Fla.	Tallahassee	Jacksonville
Mississippi	Miss	Jackson	Vicksburg
Alabama	Ala.	Montgomery	Birmingham

Western Division

Oklahoma	Okla.	Guthrie	\Oklahoma City
Arkansas	Ark.	Little Rock	Little Rock
Louisiana	La.	Baton Rouge	*New Orleans
Texas	Tex.	Austin	San Antonio

NORTH CENTRAL STATES

<i>State</i>	<i>Abbreviated Form</i>	<i>Capital</i>	<i>Chief City</i>
<i>Eastern Division</i>			
Wisconsin	Wis.	Madison	*Milwaukee
Michigan	Mich.	Lansing	*Detroit
Illinois	Ill.	Springfield	*Chicago
Indiana	Ind.	Indianapolis	*Indianapolis
Ohio	O.	Columbus	*Cleveland and *Cincinnati
Kentucky	Ky.	Frankfort	*Louisville
<i>Western Division</i>			
North Dakota	N.Dak.	Bismarck	Fargo
South Dakota	S.Dak.	Pierre	Sioux Falls
Minnesota	Minn.	St. Paul	*Minneapolis
Nebraska	Neb.	Lincoln	Omaha
Iowa	Ia.	Des Moines	Des Moines
Kansas	Kans.	Topeka	Kansas City
Missouri	Mo.	Jefferson City	*St. Louis and *Kansas City

ROCKY MOUNTAIN STATES

Montana	Mont.	Helena	Butte
Idaho	Idaho	Boise	Boise
Wyoming	Wyo.	Cheyenne	Cheyenne
Nevada	Nev.	Carson City	Reno
Utah	Utah	Salt Lake City	Salt Lake City
Colorado	Colo.	Denver	Denver
Arizona	Ariz.	Phoenix	Tucson
New Mexico	N.Mex.	Santa Fé	Santa Fé and Albuquerque

PACIFIC COAST STATES

Washington	Wash.	Olympia	*Seattle
Oregon	Ore.	Salem	Portland
California	Cal.	Sacramento	*San Francisco and *Los Angeles

District of Columbia *WASHINGTON, the National Capital

127. Territories and Insular Possessions of the United States.

District of Columbia. The Federal District in which is located Washington, the capital city of the United States. It is situated on the eastern bank of the Potomac River, between the States of Maryland and Virginia. Its area is 70 square miles. It is governed by three commissioners appointed by the President and confirmed by the Senate.

Alaska. A Territory of the United States, located beyond the north-western corner of Canada. It was purchased from Russia in 1867, and has valuable fisheries, fur-trade, extensive forests, and rich mineral deposits.

Hawaiian Islands. A group of important islands in the North Pacific Ocean, annexed by the United States in 1898. They are governed as a Territory. The islands produce sugar, rice, fruits, and wool.

Porto Rico. A large island in the Caribbean Sea, ceded by Spain to the United States after the war of 1898. The chief exports are sugar, coffee, and tobacco.

Philippine Islands. A group of islands lying between the China Sea on the west, and the Pacific Ocean on the east. They were ceded by Spain to the United States in 1898. The chief products are tobacco, hemp, coffee, sugar, cocoa, and rice.

Guam. The largest of the Ladrone Islands, situated between the Philippines and the Hawaiian Islands in the Pacific Ocean. Ceded by Spain to the United States in 1898. It is valuable as a coaling and supply station for naval vessels.

Tutuila. The third in importance of the islands in the Samoan group, in the Southern Pacific Ocean. It was annexed by the United States in 1900, and is an important naval station.

Panama Canal Zone. A strip of territory ten miles in width, through the middle of which runs the Panama Canal built by the United States between 1904 and 1914. The Zone was ceded to the United States by the Republic of Panama in 1904.

Virgin Islands. A group of islands in the Caribbean Sea which form an important defense for the Panama Canal. They were purchased from Denmark by the United States in 1917.

READING FOR NEW CITIZENS

128. Books about citizenship

- I am an American.* By Sara Cone Bryant. (Houghton Mifflin Company.)
- Civics for New Americans.* By Mabel Hill and Philip Davis. (Houghton Mifflin Company.)
- The Community and the Citizen.* By A. W. Dunn. (D. C. Heath & Company.)
- Preparing for Citizenship.* By W. B. Guitteau. (Houghton Mifflin Company.)
- Government and Politics in the United States.* By W. B. Guitteau. (Houghton Mifflin Company.)
- Civil Government in the United States.* By John Fiske. (Houghton Mifflin Company.)

129. American Ideals

- The Spirit of Democracy.* Edited by L. P. and G. W. Powell. (Rand McNally Company.)
- The American Spirit.* Edited by Paul Monroe and I. E. Irving. (World Book Company.)
- Liberty, Peace, and Justice:* Documents and Addresses setting forth the democratic ideals of the United States. Compiled by H. H. Webster. (Houghton Mifflin Company.)
- American Ideals.* Edited by Norman Foerster and W. W. Pierson, Jr. (Houghton Mifflin Company.)

130. Lives of Great Americans

- George Washington.* By Horace E. Scudder. (Houghton Mifflin Company.)
- Benjamin Franklin.* By Paul Elmer More. (Houghton Mifflin Company.)
- Life of Abraham Lincoln.* By Charles W. Moores. (Houghton Mifflin Company.)
- The Riverside Biographical Series. (Houghton Mifflin Company.)

131. The History of the United States

- Our European Ancestors.* By Eva March Tappan. (Houghton Mifflin Company.)
- American Hero Stories.* By Eva March Tappan. (Houghton Mifflin Company.)

- An Elementary History of our Country.* By Eva March Tappan. (Houghton Mifflin Company.)
- A History of the United States.* By R. G. Thwaites and C. N. Kendall. (Houghton Mifflin Company.)
- A History of the United States.* By John Fiske. (Houghton Mifflin Company.)
- School History of the United States.* By Albert Bushnell Hart. (American Book Company.)

132. Patriotic Prose and Poems

- Stories of Patriotism.* Edited by N. H. Deming and K. I. Bemis. (Houghton Mifflin Company.)
- Patriotic Reader.* Edited by K. I. Bemis, M. E. Holtz, H. L. Smith. (Houghton Mifflin Company.)
- American History in Literature.* By M. A. L. Lane and Mabel Hill. (Ginn & Company.)
- Our Country in Poem and Prose.* Edited by E. A. Parsons. (American Book Company.)
- American Patriotic Prose and Verse.* Edited by R. D. and D. H. Stevens. (A. C. McClurg & Company.)
- Bugle Calls of Liberty.* By G. V. Southworth and P. M. Paine. (Iroquois Publishing Company.)
- Ballads of American Bravery.* By Clinton Scollard. (Silver, Burdett & Company.)
- American Patriotic Prose.* Edited by A. W. Long. (D. C. Heath & Company.)
- Poems of American History.* Edited by B. E. Stevenson. (Houghton Mifflin Company.)

133. Books about Holidays

- The Little Book of the Flag.* By Eva March Tappan. (Houghton Mifflin Company.)
- Our Flag in Verse and Prose.* Edited by R. H. Schauffler. (Moffatt, Yard & Company.)
- Good Stories for the Great Holidays.* Edited by F. J. Olcott. (Houghton Mifflin Company.)
- Days and Deeds.* Edited by B. E. and E. B. Stevenson. (Doubleday, Page & Company.)

134. Books about the Great War

- The Little Book of the War.* By Eva March Tappan. (Houghton Mifflin Company.)

- A Treasury of War Poetry.* Edited by G. H. Clarke. (Houghton Mifflin Company.)
- Patriotic Pieces from the Great War.* Edited by E. D. Jones. (Penn Publishing Company.)
- Lest We Forget: World War Stories.* Edited by G. H. Thompson and I. Bigwood. (Silver, Burdett & Company.)
- The Liberty Reader.* Edited by B. M. Sheridan. (B. H. Sanborn Company.)

135. Books for Teachers

- First Steps in Americanization.* By J. J. Mahoney and C. M. Herlihy. (Houghton Mifflin Company.)
- Teaching American Ideals through Literature.* By H. Neumann. (U.S. Department of the Interior.)
- The Teaching of Civics.* By Mabel Hill. (Houghton Mifflin Company.)
- Lessons in Community and National Life.* Edited by C. H. Judd and L. C. Marshall. (U.S. Department of the Interior.)
- A Course in Citizenship and Patriotism.* By Ella Lyman Cabot, Fannie Fern Andrews, Fanny E. Coe, Mabel Hill, and Mary McSkimmon. (Houghton Mifflin Company.)
- On Becoming an American.* By H. J. Bridges. (Marshall Jones Company.)
- Racial Factors in Democracy.* By P. A. Means. (Marshall Jones Company.)
- Immigrant Races in North America.* By Peter Roberts. (Association Press.)
- The Immigrant and the Community.* (Association Press.)

SUGGESTIONS TO TEACHERS

THE SPIRIT OF AMERICANIZATION ¹

By Franklin K. Lane, Secretary of the Interior

The first step. To meet men from Armenia and Italy, from Greece and from Persia, from Russia and from all the nations of Europe, to learn their conception of America, to hear what they believe America offers them, to help them to an understanding, to spread before them our ideals, our traditions, our opportunities; this is the very first step in the process of Americanization.

What is Americanization? It has never seemed to me that it was difficult to define Americanization or Americanism: "I appreciate something, I admire something, I love something. I want you, my friends, my neighbors, to appreciate and admire and love that thing, too. That something is America."

The inspiration of ideals. The process is not one of science; the process is one of humanity. But just as there is no way by which the breath of life can be put into a man's body, once it has gone out, so there is no manner by which, with all our wills, we can make an American out of a man who is not inspired by our ideals; and there is no way by which we can make any one feel that it is a blessed and splendid thing to be an American, unless we are ourselves aglow with the sacred fire, unless we interpret Americanism by our tolerance, our fairness, our thoroughbred qualities, our liberality, our valor, and our kindness.

We have made stintless sacrifices during this war; sacrifices of money and blood sacrifices; sacrifices in our industries; sacrifices of time and effort and preferment and prejudice. Much of that sacrifice will be found vain if we do not prepare to draw to ourselves those later comers who are at once our opportunity and our responsibility; and such responsibilities invoke and fortify the noblest qualities of national character.

Americanism is entirely an attitude of mind; it is the way we look at things that makes us Americans.

What is America? There is a physical America and there is a spiritual

¹ Extracts from an address at New York, January 11, 1919.

America. They are so interwoven that you cannot tell where the one ends and the other begins.

Seeing America. If I could have my way I would say to the man in New York, "Come with me and I will show you America," and I would say to the man in San Francisco, "Come with me and I will show you America."

I would give to the man whom I wished to Americanize (after he had learned the language of this land) a knowledge of the physical America, so as to get an admiration, not only of its strength, of its resources, of what it could do against the world, but that he might have pride in this as a land of hope and a land in which men had won out. I would take him across the continent. I would show him the eight million farms which went to feed Europe in her hour of need. I would take him out into Utah and show him that mountain of copper they are tearing down at the rate of thirty-eight thousand tons per day. I would take him to the highest dam in the world, in Idaho. And I would let him see the water come tumbling down and being transformed into power, and that power being used to pump water again that spread over the fields and made great gardens out of what ten years ago was the driest of deserts. . . .

America an unfinished land. I would tell him, not that America is perfect, that America is a finished country, but I would say to him: "America is an unfinished land. Its possibilities will never end, and your chance here and the chances of your children will always be in ratio to your zeal and ambition." . . .

It is beyond estimate when we shall reclaim all our lands or find all our minerals, or make all our people as happy as they might be. But out of our beneficent political institutions, out of the warmth of our hearts, out of our yearning for higher intellectual accomplishment there will be ample space and means for the fulfillment of dreams, for further growth, for constant improvement. That conviction is at once our inspiration and our aspiration.

I would have that man see America from the reindeer ranges of Alaska to the Everglades of Florida. I would make him realize that we have within our soil every raw product essential to the conduct of any industry. I would take him three thousand miles from New York, where stands one of the greatest universities in the world, to another great university, where, seventy years ago, there was nothing but a deer pasture. I would try to show to him the tremendous things that have been accomplished

by the United States, two hundred and fifty thousand miles of railroad, two hundred and forty thousand schools, colleges, water-powers, mines, furnaces, factories, the industrial life of America, the sports of America, the baseball game in all its glory.

History and tradition. And I would give to that man a knowledge of America that would make him ask the question, "How did this come to be?" And then he would discover that there was something more to our country than its material strength.

It has a history. It has a tradition. I would take that man to Plymouth Rock and I would ask, "What does that Rock say to you?" I would take him down on the James River, to its ruined church, and I would ask, "What does that little church say to you?" And I would take him to Valley Forge and point out the huts in which Washington's men lived, three thousand of them, struggling for the independence of our country, and I would ask, "What does this example spell to you? What induced those colonists to suffer as they did — willingly?"

And then I would take him to the field of Gettysburg and lead him to the spot where Lincoln delivered his immortal address, and I would ask him, "What does that speech mean to you; not how beautiful it is, but what word does it speak to your heart? How much of it do you believe?"

And then I would take him to Santiago and I would ask, "What does that bay mean to you?"

And I would take him over to the Philippines, where ten thousand native teachers every day teach eight hundred thousand native children the English language. And I would bring him back from the Philippines to the Hawaiian Islands.

In Honolulu a procession of school children passed before me and presented me with the flags of their countries. There were represented every race, from New Zealand clear along the whole western side of the Pacific. They laid at my feet twenty-six flags. I went from there to Mauna Loa, to a school, a typical school, in which there were Filipinos, Javanese, Chinese, Japanese, Portuguese, Samoans, Australians, Americans, Koreans; and I would show the man how these children, whether Japanese or American, no matter what their source, stood every morning before the American flag and raised their little hands and pledged themselves to one language, one country, and one God.

A nation that has lived through struggle. And then I would bring him back to this country and say: "Grasp the meaning of what I have shown

you and you will know then what Americanism is. It is not 110,000,000 people alone; it is 110,000,000 people who have lived through struggle and who have arrived through struggle, who have won through work. Let us never forget that we are what we are because we have accomplished." . . . The march of civilization is the epic of man as a workingman, and that is the reason why labor must be held high always.

If you will visualize President Wilson at the Council Chamber, striving for the happiness of mankind, together with the boy in khaki, whose love of righteousness alone carried him into the Argonne Forest there to perish for the might of law and the salvation of mankind, you have a picture of the spirit of the Americanism that you must exemplar, too — a spirit which the traditions and the history of our country demand of you.

The school's part. How best may we spread that spirit through the land — how best can we explain our purposes and interpret our systems?

Through the community council; through the school. First of all, the hand of friendship for the new American, the voice of a friend who shall be an unselfish adviser, a guide in this strange land of troubles, small and large, but equally incomprehensible. Then the school, the night school, or if not that, the shop school: And with these the community center, the gathering place that represents all America.

This is a program that has been well thought out. It has been tried out in a small way and found successful. It needs but nurturing to develop into a plan that will make the word "Americanization" one of exceptional pride.

And I want you to help. We want to interpret America in terms of fair play, in terms of the square deal. We want to interpret America in healthier babies that have enough milk to drink. We want to interpret America in boys and girls and men and women that can read and write. We want to interpret America in better housing conditions and decent wages, in hours that will allow a father to know his own family and to support his household like a man.

That is Americanization in the concrete — reduced to a practical, uplifting force.

A FINAL PLEA FOR AMERICANISM ¹**By Theodore Roosevelt**

THERE must be no sagging back in the fight for Americanism merely because the war is over.

There are plenty of persons who have already made the assertion that they believe the American people have a short memory and that they intend to revive all the foreign associations which most directly interfere with the complete Americanization of our people. Our principle in this matter should be absolutely simple.

In the first place, we should insist that if the immigrant who comes here does in good faith become an American and assimilates himself to us, he shall be treated on an exact equality with every one else; for it is an outrage to discriminate against any such man because of creed or birth-place or origin. But this is predicated upon the man's becoming in very fact an American and nothing but an American.

If he tries to keep segregated with men of his own origin and separated from the rest of America, then he is n't doing his part as an American. There can be no divided allegiance at all.

We have room for but one flag, the American flag, and this excludes the red flag, which symbolizes all wars against liberty and civilization just as much as it excludes any foreign flag of a nation to which we are hostile. We have room for but one language here, and that is the English language; for we intend to see that the crucible turns our people out as Americans, of American nationality, and not as dwellers in a polyglot boarding-house; and we have room for but one sole loyalty, and that is loyalty to the American people.

¹ An extract from the last message of Colonel Theodore Roosevelt read at a meeting which he was too ill to attend.

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